



UNIVERSITY OF ST.
AUGUSTINE FOR HEALTH
SCIENCES
2017-2018 CATALOG

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Publication Home

August 31, 2017—September 2, 2018

Notice of Nondiscriminatory Policy

The University of St. Augustine for Health Sciences is owned by University of St. Augustine for Health Sciences, LLC, which is owned by Exeter Holdings, LLC (a subsidiary of Laureate Education, Inc.). The University of St. Augustine for Health Sciences has an open admission policy and does not discriminate on the basis of race, color, religion, sex, age, disability, national or ethnic origin, or marital status in administration of its educational policies, scholarship and loan programs, or any other school-administered programs.

The University of St. Augustine for Health Sciences, LLC (aka the University of St. Augustine for Health Sciences; the University of St. Augustine; the University; USAHS; USA) is a private, independent, postsecondary university approved by the Bureau for Private Postsecondary Education in California and licensed by the Commission for Independent Education, the Florida Department of Education in Florida, and the Texas Higher Education Coordinating Board.

Subject to Change Without Notice

Clinical Excellence Through Graduate Education

The University of St. Augustine for Health Sciences is a private, independent, postsecondary university approved by the California Bureau for Private Postsecondary Education and licensed by the Commission for Independent Education, the Florida Department of Education, and the Texas Higher Education Coordinating Board.

Subject to Change Without Notice

University of St. Augustine for Health Sciences Campuses

San Marcos, California, Campus

700 Windy Point Drive
San Marcos, CA 92069
United States of America

St. Augustine, Florida, Campus

1 University Boulevard
St. Augustine, FL 32086
United States of America

Miami, Florida, Campus

11410 N.W. 20th Street
Miami, FL 33172

As of May 2018:

800 S Douglas Rd
Coral Gables (Miami), FL 33134

United States of America

Austin, Texas, Campus

5401 La Crosse Ave.
Austin, TX 78739
United States of America

General Inquiries: 904-826-0084

Fax: 904-826-0085

Registrations: 800-241-1027

Website: www.usa.edu

E-mail: info@usa.edu

Message from the President

Welcome to our University Catalog 2017–2018. This document outlines our admission requirements, academic policies, and educational programs.

This University prides itself on providing contemporary, evidence-informed programs that present students with many engaging and interprofessional learning opportunities designed to meet their professional development goals. Graduates from our programs are known for their dedication to professionalism and lifelong learning that promotes their respective professions.

Our faculty is varied and passionate about their chosen professions. Many faculty members have release time to practice clinically and are encouraged to pursue scholarship in their respective specialty areas to better provide evidence in the courses and influence current practice standards.

We offer flexible approaches to educational delivery that can meet the needs of the adult learner utilizing Web-based, classroom, simulation, and laboratory learning activities. With four campus locations in the United States and use of online course delivery, we are able to offer access and flexible options in many of our degree programs. We attract students from across the country and internationally, which gives our programs a global perspective in health care delivery.

The University achieves its values by keeping our attention on student success in meeting expected learning outcomes, current trends in health care and education, and leadership in our professions—all while achieving an innovative, compassionate learning environment.

Thank you for taking the time to learn about the University of St. Augustine for Health Sciences and all that it has to offer.

Wanda B. Nitsch, PT, PhD

President/Chief Academic Officer

General Information

State Licensure, Approvals, and Authorizations

The University's approval to operate as a private, postsecondary institution in the State of California is based on provisions of the California Private Postsecondary Education Act (CPPEA) of 2009 (California Education Code, Title 3, Division 10, Part 59, Chapter 8), which became effective January 1, 2010. The Bureau for Private Postsecondary Education approves the University of St. Augustine for Health Sciences' San Marcos, California, campus. Information regarding the San Marcos programs or any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education, 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, 916-431-6959, or www.bppe.ca.gov. A student or any member of the public may file a complaint about the University with the Bureau for Private Postsecondary Education.

This approval in California includes the Doctor of Physical Therapy (DPT), the Master of Occupational Therapy (MOT), the Flex Master of Occupational Therapy (Flex MOT), the Flex Doctor of Physical Therapy (Flex DPT), the Doctor of Occupational Therapy (OTD), the transitional Doctor of Physical Therapy (tDPT), the Doctor of Occupational Therapy, Post Professional (OTD), Master of Health Science (MHS), Master of Health Administration (MHA), Master of Science in Nursing (MSN), Doctor of Nursing Practice (DNP), Doctor of Education (EdD), and Doctor of Health Science (DHSc) degrees.

The Commission for Independent Education (CIE), Florida Department of Education, Tallahassee, Florida, licenses the University of St. Augustine for Health Sciences to offer its degree programs in Florida. Additional information regarding the University may be obtained by contacting the Commission for Independent Education, Florida Department of Education, 325 West Gaines Street, Suite 1414, Tallahassee, FL 32399, (toll free number) 888-224-6684.

This licensure for the St. Augustine, Florida, campus includes the Doctor of Physical Therapy (DPT), the Master of Occupational Therapy (MOT), the Doctor of Occupational Therapy (OTD), the transitional Doctor of Physical Therapy (tDPT), Doctor of Occupational Therapy, Post Professional (OTD), the Master of Health Science (MHS), Master of Health Administration (MHA), Master of Science in Nursing (MSN), Doctor of Education (EdD), and the Doctor of Health Science (DHSc) degrees. Continuing education courses are not under the purview of the CIE.

The University of St. Augustine for Health Sciences' Miami, Florida, campus includes the Doctor of Physical Therapy (DPT), Master of Occupational Therapy (MOT), and Doctor of Occupational Therapy (OTD) degrees.

The Texas Higher Education Coordinating Board approved the University of St. Augustine for Health Sciences to offer the Doctor of Physical Therapy (DPT) degree, Flex Doctor of Physical Therapy (Flex DPT) degree, Master of Occupational Therapy (MOT), Doctor of Occupational Therapy (OTD), Master of Science in Nursing (MSN) and Doctor of Nursing Practice (DNP) degree programs on the Austin, Texas, campus.

The University of St. Augustine for Health Sciences is licensed by the Alabama Department of Postsecondary Education and approved by the Alabama Commission on Higher Education.

The University of St. Augustine for Health Sciences is authorized under the Georgia Nonpublic Postsecondary Education Institutions Act of 1990 by the Georgia Nonpublic Postsecondary Education Commission.

This institution is authorized by the Indiana Board for Proprietary Education, 101 W. Ohio Street, Suite 670, Indianapolis, IN 46204-1984.

The University of St. Augustine for Health Sciences is registered with the Iowa College Student Aid Commission.

The University of St. Augustine for Health Sciences is currently licensed by the Board of Regents of the State of Louisiana. Licenses are renewed by the State Board of Regents every 2 years. Licensed institutions have met minimal

operational standards set forth by the state, but licensure does not constitute accreditation, guarantee the transferability of credit, or signify that programs are certifiable by any professional agency or organization.

The University of St. Augustine for Health Sciences is registered with the Maryland Higher Education Commission for its Doctor of Physical Therapy (DPT), Master of Occupational Therapy (MOT), Doctor of Occupational Therapy, Post Professional (OTD), transitional Doctor of Physical Therapy (tDPT), Doctor of Health Science (DHSc), and Doctor of Education (EdD) degree programs.

The University of St. Augustine for Health Sciences is registered with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions. Contact the Office at Minnesota Office of Higher Education, 1450 Energy Park Drive, Suite 350, St. Paul, MN 55108, www.ohe.state.mn.us, 651-642-0533.

The University of St. Augustine for Health Sciences is authorized by the Washington Student Achievement Council and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree-Granting Institutions Act. This authorization is subject to periodic review and authorizes the University of St. Augustine for Health Sciences to offer field placement components for specific degree programs. The Council may be contacted for a list of currently authorized programs. Authorization by the Council does not carry with it an endorsement by the Council of the institution or its programs. Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the Council at PO Box 43430, Olympia, WA 98504-3430.

Accreditations and Approvals

The University of St. Augustine for Health Sciences is accredited by the WASC Senior College and University Commission (WSCUC), 985 Atlantic Avenue, #100, Alameda, CA 94501, 510-748-9001.

The Commission on Accreditation in Physical Therapy Education (CAPTE) accredited the first professional Physical Therapy program in October 1996 and reaccruited the program in April 2001 and in November 2011. The part-time Flexible Doctor of Physical Therapy (Flex DPT) program in St. Augustine, Florida, was accredited by CAPTE in October 2004 and reaccruited in November 2011. The Doctor of Physical Therapy (DPT) program (both the full-time and part-time Flexible programs) in San Marcos, California, was approved in April 2007 and reaccruited in November 2011. The full-time DPT program in Austin, Texas, was approved in November 2011 and the Flex DPT program in 2013. The full-time DPT program in Miami, Florida, was approved in May 2016. Graduates take the national licensing examination administered by the Federation of State Boards of Physical Therapy (FSBPT). In addition, all states require licensure to practice. After successful completion of the national exam and receiving state licensure, the individual will be a physical therapist (PT). A felony conviction may affect a graduate's ability to sit for the FSBPT examination or to attain state licensure. Additional information regarding this accreditation is available by contacting the Commission on Accreditation in Physical Therapy Education, American Physical Therapy Association, 1111 North Fairfax Street, Alexandria, VA 22314, 800-999-2782, ext. 3240, or www.capteonline.org.

The first professional Master of Occupational Therapy program was accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) in April 1999 and reaccruited in April 2009. The California MOT program received accreditation from ACOTE in the fall of 2010. The Flex MOT program received approval from ACOTE in May 2012. The Austin, Texas, MOT program received accreditation from ACOTE in 2015. The flex format will begin in Texas in the fall of 2017. The entry-level OTD program was added to the Austin, Texas, St. Augustine, Florida and San Marcos, California campuses in spring 2017 and is currently in candidacy status pending accreditation review. Graduates take the certification examination administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an occupational therapist (OTR). In addition, all states require licensure to practice. State licenses are usually based on this NBCOT certification. A felony conviction may affect a graduate's ability to sit for the NBCOT examination or to attain state licensure. For more information about the occupational therapy accreditation process contact the Accreditation Council for Occupational Therapy Education (ACOTE), 4720 Montgomery Lane, Bethesda, MD 20824-1220, 301-652-2682.

The University of St. Augustine has been accredited as an Authorized Provider by the International Association for Continuing Education and Training (IACET), 1760 Old Meadow Road, Suite 500, McLean, VA 22102. In obtaining this approval, the University of St. Augustine has demonstrated that it complies with the ANSI/IACET Standard, which is widely recognized as the standard of good practice internationally. As a result of their Authorized Provider accreditation status, the University of St. Augustine is authorized to offer IACET continuing education units (CEUs) for its programs that qualify under the ANSI/IACET Standard.

The Orthopaedic Manual Physical Therapy Fellowship was accredited by the American Board of Physical Therapy Residency and Fellowship Education (ABPTRFE) in 2013 and the Clinical Orthopaedic Residency program was accredited by ABPTRFE in 2016.

Mission Statement of the University

The mission of the University of St. Augustine for Health Sciences is the development of professional health care practitioners through innovative, individualized, and quality classroom, clinical, and distance education.

Core Values

- Student first
- Professionalism
- Promoting excellence and innovation in education
- Collaboration
- Integrity
- Health and wellness
- Responsiveness
- Creative and critical thinking

Institutional Learning Outcomes

As a result of their educational experiences at the University of St. Augustine, graduates will achieve the following:

- Employ the skills necessary to engage in lifelong learning through intellectual inquiry
 - Promote the value of lifelong learning
 - Demonstrate information literacy
 - Analyze knowledge and skills to formulate a plan for self-improvement
 - Teach and mentor others
- Apply an interdisciplinary approach to solving problems
 - Foster respect in the values and roles of interdisciplinary professionals
 - Determine the need for interdisciplinary collaboration
 - Practice interdisciplinary teamwork and communication
 - Recognize self-limitations and the need for referral
- Utilize effective practice based on foundational knowledge and professional skills
 - Perform safe and competent skills as a clinician/researcher/educator
 - Apply the evidence to decision making across various aspects of practice
 - Promote the use of evidence in the workplace
 - Seek knowledge to stay current with practice standards
- Use effective professional communication
 - Appreciate the value of professional communication in daily interactions

- Demonstrate professional communication across diverse groups and varied situations
- Evaluate appropriate communication strategies
- Build rapport with all types of people
- Exhibit professionalism, integrity, and ethical standards
 - Reflect on the value of professionalism in daily interactions
 - Demonstrate appropriate ethical and moral choices (in practice settings) that are in the best interest of the client
 - Apply a nonjudgmental approach in decision making by respecting values and beliefs of people from a variety of backgrounds
- Display leadership skills in a given profession
 - Define the role of leadership in professional advocacy
 - Promote the profession and one's abilities in a positive, constructive manner
 - Exhibit personal leadership development
 - Use effective organization and time management for efficient practice
- Apply evidence to decision making across various aspects of practice
 - Utilize critical thinking, logic, and sound reasoning when making decisions
 - Practice intellectual independence
 - Evaluate the problems, solutions, and consequences of current practice issues
 - Use flexible and creative thinking to solve problems

Financial Resources

The University of St. Augustine for Health Sciences has no pending petition in bankruptcy nor operates as a debtor in possession. The University has not filed a petition within the preceding 5 years, nor has the University had a petition in bankruptcy filed against it within the preceding 5 years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code.

Degrees Offered

The University awards the following first professional degrees:

The Master of Occupational Therapy (MOT) degree program is offered in two formats: (1) a full-time, 6-trimester program which takes 2 years to complete, and (2) a 10-trimester (3 years and 4 months) flexible program that combines online courses with weekend labs.

The Doctor of Occupational Therapy (OTD) degree program is offered as a full-time 8-trimester program which takes 2 years and 8 months to complete.

The Doctor of Physical Therapy (DPT) program is offered in two formats: (1) a full-time, 8-trimester program which takes 2 years and 8 months to complete, and (2) a 12-trimester (4 years) flexible program that combines online courses with weekend labs.

These degrees are offered on the following campuses:

San Marcos, California

- Master of Occupational Therapy (MOT)
- Doctor of Occupational Therapy (OTD)
- Doctor of Physical Therapy (DPT)

- Flex Doctor of Physical Therapy (Flex DPT)

Austin, Texas

- Master of Occupational Therapy (MOT)
- Flex Master of Occupational Therapy (Flex MOT)
- Doctor of Occupational Therapy (OTD)
- Doctor of Physical Therapy (DPT)
- Flex Doctor of Physical Therapy (Flex DPT)

St. Augustine, Florida

- Master of Occupational Therapy (MOT)
- Flex Master of Occupational Therapy (Flex MOT)
- Doctor of Occupational Therapy (OTD)
- Doctor of Physical Therapy (DPT)
- Flex Doctor of Physical Therapy (Flex DPT)

Miami, Florida

- Master of Occupational Therapy (MOT)
- Flex Master of Occupational Therapy (Flex MOT)
- Doctor of Physical Therapy (DPT)

There are eight post-professional degrees offered through a variety of opportunities, including online learning activities, nationwide seminars, and on-campus residencies.

- **The transitional Doctor of Physical Therapy (tDPT)** degree is for those individuals with either a bachelor's or master's degree in physical therapy. The requirements for this degree vary depending upon previous coursework and interest area. The transitional DPT degree uses a combination of seminar/distance education and online courses.
- **The Doctor of Occupational Therapy, Post Professional (OTD)** degree is for those individuals with either a bachelor's or master's degree in occupational therapy. This degree may be earned by attending seminars or through online learning.
- **The Master of Health Administration (MHA)** degree is for those Individuals with either a bachelor's or master's degree or higher from an accredited institution. The MHA degree is offered in an online format and includes an optional on-campus residency.
- **The Master of Health Science (MHS)** degree is for those individuals with either a bachelor's or master's degree in athletic training. The MHS degree is offered in an online format and includes a 3-day, on-campus residency.
- **The Master of Science in Nursing (MSN)** degree is for registered nurses who already hold a Bachelor of Science in Nursing degree. Specialty roles currently offered include nurse educator, nurse executive, and nurse informaticist. The program is offered online with practicum hours with a preceptor in the student's own community.
- **The Doctor of Nursing Practice (DNP)** degree is for registered nurses who already have either a BSN degree or an MSN degree. For nurses who enter the program with a BSN, specialty roles currently offered include nurse executive or nurse informaticist. For nurses who enter the program with an MSN, role specialization was completed in their MSN program so no role specialization is required. The DNP program, whether BSN entry or MSN entry, is offered online with practicum hours with a preceptor in the student's own community.
- **The Doctor of Education (EdD)** degree is for health care providers with either a master's degree or a clinical doctorate. The EdD degree is offered in an online format and includes two weekend clinical residencies.
- **The Doctor of Health Science (DHSc)** degree is for physical and occupational therapists with either a master's degree or a clinical doctorate. Students take part in designing a curriculum that is online, in seminar format, or a combination of both. There are two weekend doctoral residency courses.

Philosophy of Distance/Online Education

The University of St. Augustine intends to provide a delivery method of education that not only excels in quality but is unique in performance. We aim to provide an education that facilitates rich learning environments; that includes opportunities for acquiring basic and advanced skills, knowledge, and conceptual understanding; and that has relevance to the health and clinical sciences. The education provided should not function as an isolated dimension of intellectual activity but as a contribution to learners' development of strong identities—as individual learners and participants in meaningful social and educational practice.

Methods for Delivery of Education Courses

The University of St. Augustine offers a variety of formats in educational delivery. Below is a summary of such offerings:

- *Pure Online Course.* This course format offers content that is delivered purely online. Students will have scheduled weekly interaction with an experienced faculty member as well as other classmates. On a limited basis, a pure online course may offer students the opportunity to work at their own pace and interact only with the assigned faculty member.
- *Combination Laboratory/Online Course.* This course format offers lecture-type materials in an online format with laboratory sessions in a face-to-face (traditional) format. In many cases the online course materials will be reviewed prior to attending the laboratory sessions.
- *Traditional Lecture/Laboratory.* These courses are delivered in an exclusively live format (not online) in a classroom or laboratory.
- *Seminar/Online.* This means students will need to first attend a seminar. The most up-to-date seminar calendar is available under Continuing Education on the University's website, www.usa.edu. Students will be able to see when and where seminars are being provided. Secondly, after attending the seminar, students will need to complete the online course that corresponds with the seminar they attended.
- *Residency.* These courses require students to be on site.
- *Blended Learning.* This format offers materials in both online and face-to-face (traditional) format.
- *Clinical Education.* Some programs require students to spend a designated number of hours practicing in a patient-care setting under the supervision of a licensed health care practitioner. Depending on the program, the title of these courses can vary: for example, in occupational therapy these are called *fieldwork*, in physical therapy *internship*, and in nursing *practicums*.

University History (Prior to Becoming a University)

In 1966 Stanley V. Paris, PT, PhD, began teaching continuing professional education courses to physical therapists. These courses carried continuing education units (CEUs), which are helpful in both maintaining and developing professional competency and, in an increasing number of states, for maintaining professional licensure.

In 1979 the University formally known as the Institute of Graduate Health Sciences (the Institute) was founded. The State of Georgia granted authority to offer a clinically based, post-professional (advanced) Master of Science in Physical Therapy (MScPT) degree. Thus, the Institute became the first independent, proprietary school in physical therapy able to confer a graduate degree.

In 1981 the Institute began a certification process in manual therapy wherein candidates, after taking a series of courses, were examined in their written, oral, and practical abilities. Successful candidates were awarded a Certificate

of Competency. There are now four certifications: Manual Therapy; Sports Physical Therapy; Primary Care; and Craniomandibular, Head, Neck, and Facial Pain.

In 1991 the Institute relocated to St. Augustine, Florida, and became established at the Flagler Health Park campus. Soon thereafter, the Institute achieved accreditation for its MScPT degree from the Distance Education Accrediting Commission (DEAC). [Note: This degree is no longer offered at the University.]

Growth and Development

The following bulleted items outline the programmatic and campus development of the current University:

- In 1994 the Institute commenced a first professional degree in physical therapy—the Master of Physical Therapy (MPT). This program was accredited by the Commission on Accreditation in Physical Therapy (CAPTE) in October 1996 and reaccredited in 2001 and 2011.
- In 1996 the Institute of Occupational Therapy was founded to offer a Master of Occupational Therapy (MOT) degree, a first professional program. The MOT program was accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) in April 1999 and was reaccredited in April 2009.
- On March 4, 1997, the organization formally became the University of St. Augustine for Health Sciences. Also in 1996–97, the University entered into contracts to purchase a small private hospital and an adjoining 26 acres of land at the Flagler Health Park Campus in St. Augustine, thus creating the University's current St. Augustine, Florida, campus.
- In 1999 the University began the dual degree option whereby a student may earn a Master of Occupational Therapy (MOT) degree and a Master of Physical Therapy (MPT) degree concurrently.
- In January 1, 2000, the University was authorized by the State Board of Independent Colleges and Universities (SBICU) to award the transitional Doctor of Physical Therapy (tDPT) degree, to restructure the MScPT degree to a Master of Health Sciences (MHSc) degree, and to implement a Doctor of Health Sciences (DHSc) degree.
- In 2001 the University was given authorization by the Florida Commission for Independent Education for the Department of Education (CIE) to award the first professional Doctor of Physical Therapy (DPT). This replaced the first professional Master of Physical Therapy (MPT). Also approved were the transitional Doctor of Physical Therapy (tDPT) and the transitional Doctor of Occupational Therapy (tOTD), both post-professional degrees.
- In 2003 the University began to offer the manual physical therapy fellowship which was approved by the American Physical Therapy Association (APTA) as a credentialed fellowship in orthopaedic manual therapy in 2003 and recredentialed in 2008 and currently undergoing recredentialed.
- The University received accreditation and licensure in 2004 to begin a Flexible Doctor of Physical Therapy (Flex DPT) program in Boca Raton, Florida, and gained accreditation by CAPTE. It is an expansion of the campus-based program requiring part time attendance with online education and weekend labs. The Flex DPT program was moved from Boca Raton to the St. Augustine campus in 2010.
- In June 2006 the University broke ground on a 98,000 square foot academic and clinic building at the St. Augustine campus. The building was completed in August 2007. Amenities include labs, seven classrooms, separate wet and dry anatomy labs, fitness center, and physical therapy clinic.
- In 2007 the University received approval from the California Bureau for Private, Postsecondary, and Vocational Education and CAPTE to begin an expansion of the DPT program in San Diego, California. This campus officially opened August 29, 2007. The San Diego campus began offering the Flex DPT program in September 2008.
- Dr. Stanley Paris, the founding president, retired on August 4, 2007, and Dr. Michael Hillyard, DPA, was inaugurated as the second president of the University. In 2009 Dr. Hillyard resigned and Dr. Paris resumed the presidency of the University.
- In January 2009 the San Diego campus moved to a 76,000 square foot, three-building corporate center in San Marcos, California. The University received "developing program status" from ACOTE for the San Marcos

- program, which allowed the inaugural class to begin in fall 2009. The dual degree option also began in fall 2009.
- The University received accreditation and licensure in 2009 to begin to offer the Doctor of Education (EdD) degree.
 - In 2010 the University received approval from CIE to restructure the Doctor of Health Science (DHSc) degree. The Distance Education Accrediting Commission approved accreditation of the DHSc degree in 2010.
 - The University began offering the Master of Orthopaedic Physician Assistant (MOPA) degree in May 2011. In April 2011, the California Bureau for Private Postsecondary Education approved all degrees offered by the University to be available on the California campus. In May of 2013 the name of the MOPA program was changed to Master of Orthopaedic Assistant (MOA).
 - On April 16, 2011, Dr. Wanda Nitsch was inaugurated as the fourth president of the University of St. Augustine for Health Sciences. The University headquarters was moved to San Marcos, California.
 - In September 2011 the University was approved by the Texas Workforce Commission to offer the Doctor of Physical Therapy (DPT) degree in Austin, Texas, to commence in the fall of 2012. The Texas Higher Education Coordinating Board gave approval in October 2011. Construction on the Austin campus commenced in February 2012 and opened with its inaugural DPT class in August 2012.
 - The Accreditation Council for Occupational Therapy Education (ACOTE) gave approval to the University to begin to offer the Master of Occupational Therapy (MOT) degree in a flexible online and weekend format in May 2012. Students started in this program in January 2013 on the St. Augustine, Florida, campus.
 - The Flex DPT and full-time MOT programs were approved by their respective accrediting agencies to begin a cohort of students on the Austin, Texas, campus in fall 2014.
 - In November 2013 the University became part of the *Laureate International Universities* network. Laureate is one of the world's largest providers of postsecondary programs in the health sciences. Overall, the Laureate network of more than 82 campus-based and online universities offers undergraduate and graduate degree programs to over 1 million students in 29 countries throughout the Americas, Europe, Africa, Asia, and the Middle East.
 - In July 2014 the University achieved regional accreditation through the WASC Senior College and University Commission (WSCUC).
 - In 2015 the University began the MHScAT (Athletic Training) degree and opened the Miami, Florida, campus. Approval was gained for the Master of Health Administration (MHA).
 - In 2016 approvals were obtained to begin a DPT program on the Miami campus, an online Master of Science in Nursing Program, and a Doctor of Nursing Practice. The MHScAT program was redesigned to become the Master of Health Science (MHS). The Miami campus accepted its inaugural class of DPT students.
 - The University voluntarily resigned accreditation with the Distance Education Accrediting Commission on May 31, 2016, concluding a successful relationship of 23 years.

In the last several years, the University has been growing at a healthy pace, adding programs, faculty, and facilities to meet the needs of health care in this time of great change and challenge. The University will continue to be a leader in providing meaningful educational experiences in areas and directions that both health care providers and consumers require.

The Campuses

The University's **San Marcos, California** campus, the administrative headquarters, is located at 700 Windy Point Drive, San Marco, CA 92069. The California campus location is comprised of three buildings, housing over 76,000 square feet of laboratories, classrooms, a library, a center for innovative clinical practice, and student areas. The California campus is open from 7:00 a.m. to 10:00 p.m., 7 days a week, excluding holidays and trimester breaks (these dates can be located on the Academic Calendar). Administrative offices are open from 8:00 a.m. to 5:00 p.m., Monday through Friday.

The University's **St. Augustine, Florida** campus is located at 1 University Blvd, St. Augustine, FL 32086 on a 26-acre site. The academic building houses classrooms, laboratories, a library, clinics, and a student wellness center. An administrative building houses student services and offices for faculty and staff, as well as a simulation lab. The St. Augustine campus is open from 7:00 a.m. to 10:00 p.m., 7 days a week, excluding holidays and trimester breaks (these dates can be located on the Academic Calendar). Administrative offices are open from 8:00 a.m. to 5:00 p.m., Monday through Friday.

The University's **Austin, Texas** campus is located at 5401 La Crosse Ave., Austin, TX 78739. The campus originally consisted of one building with administrative offices, library, laboratories, and collaborative learning spaces. A second building was completed in 2014 with additional classrooms, labs, and a student lounge. A third building was completed in 2015 and includes a rehabilitation clinic and wellness center. The Austin campus is open from 8:00 a.m. to 10:00 p.m., Monday through Friday, and 8:00 a.m. to 10:00 p.m. on Saturdays and Sundays, excluding holidays and trimester breaks (these dates can be located on the Academic Calendar). Administrative offices are open from 8:00 a.m. to 5:00 p.m., Monday through Friday.

The University's **Miami, Florida** campus is located at 11410 N.W. 20th Street, Miami, FL 33172. The campus consists of 13,309 square feet on the first floor, which houses the administrative offices, classrooms, labs, a library, testing rooms, study space, and a student lounge. The Miami campus is open from 8:00 am to 5:00 pm Monday through Friday. Administrative offices are open from 8:00 am to 5:00 pm Monday through Friday. This campus will be relocating to 800 Douglas Road, Coral Gables (Miami) 33134 in 2018.

Clinical Sites

The University has affiliations with clinical sites nationwide and internationally for the clinical portion of the student's experience. Not all sites are available each term for student assignment. The clinical education faculty will communicate with students regarding the protocol for clinical placement.

Learning Resource Center

The University's Learning Resource Center, comprised of the University Library and the Computer Lab, with physical branches at all campuses of the University in addition to a robust online presence, offers students and faculty members convenient access to current health sciences information through the library's collection of books, journals, videos, OT assessments, anatomy models, treatment tables, equipment, eBooks, online journals, and online databases. The Learning Resource Center's holdings include over 3,000 books, including eBooks, full text access to over 20,000 journals, and dozens of videos to support the University's curriculum. Physical campus libraries are each open and staffed more than 80 hours per week during regular academic terms and provide physical study space, reference services, and printing/copying/scanning services. Library staff members are available through library chat, email, and phone approximately 17 hours a day, including evenings and weekends. The library's electronic resources are available 24/7. Trained and knowledgeable librarians are available to provide formal and informal library and information literacy instruction by faculty request. See the Library tab of MyUSA for full details.

St. Augustine, Florida

St. Augustine, the nation's oldest city, has nearly 450 years of history reflecting occupation by the French, Spanish, and British. Careful attention to retaining history and archaeological sites reflects the pride local residents have in the city's heritage. Over four million visitors each year experience the city's history, culture, and charm.

St. Augustine is known for its historic sites, festivals, unspoiled beaches, moderate climate, attractions, and shopping. Some visitors come to experience the Fort Castillo de San Marcos or to marvel at the Spanish architecture, churches, and Flagler College with its Tiffany glass. They also enjoy the parks, carriage rides, boat or walking tours, and one-of-

a-kind restaurants. Area attractions include the Alligator Farm, St. Augustine Lighthouse, and Ponce de Leon's Fountain of Youth. Antique shops, art galleries, two outlet malls, and numerous specialty stores provide a unique shopping experience.

St. Augustine offers extensive outdoor recreational activities such as biking, scuba diving, snorkeling, jet-skiing, canoeing, kayaking, sailing, and much more. St. Augustine is located on the Intracoastal Waterway with a nearby opening to the Atlantic Ocean and miles of beaches for swimming or surfing. Boaters can enjoy the protected and offshore waters, saltwater game fishing, or bass fishing along the waterways. World-class tennis and golf are also offered in northeast Florida, including the World Golf Village, which is located in the St. Augustine area.

St. Augustine is a 1-hour drive from Jacksonville and Daytona airports and 2 hours from Orlando. St. Augustine is conveniently located for taking advantage of Florida's many attractions. With diverse surroundings, St. Augustine offers its visitors and residents a lifestyle that cannot be duplicated.

San Marcos, California

The California campus is located in San Marcos, California, in San Diego County, approximately 40 miles north of downtown San Diego. Known as the higher education center of North County, San Marcos has a population of approximately 95,000. Tucked in Twin Oaks Valley along the 78 freeway, it is home to California State University San Marcos and Palomar College. There are over 55 miles of hiking and biking trails, many parks, and a wide variety of housing options. It is located 20 minutes from the Carlsbad beaches.

San Diego is California's second largest city and the eighth largest city in the United States. San Diego is known for its Mediterranean climate, a city where the sunlight warms the soul. There are over 320 square miles of hills and canyons to explore, as well as 70 miles of glistening beaches. Popular attractions include the world-famous San Diego Zoo and Safari Park, Sea World San Diego, and LEGOLAND® California. San Diego offers an expansive variety of things to see and do, appealing to guests of all ages from around the world. San Diego is considered one of the most desirable year-round vacation spots in the nation.

Austin, Texas

The Texas campus is located in the state capitol of Austin and more specifically in Circle C Ranch, a master planned community in the Southwest portion of the city. Rolling hills and waterways define the landscape in Austin making it unique among the major Texas cities. Austin provides a wealth of entertainment options and unique attractions. The hundreds of music venues have earned Austin the title of "live music capital of the world," and over 1,900 bands and performing artists call the Austin area home.

Notably, Austin was selected as the No. 2 Best Big City in "Best Places to Live" by *Money* magazine in 2006, and No. 3 in 2009. Austin's temperate climate offers year-round opportunities to enjoy the outdoors, such as hiking, biking, and camping, and water sports of all kinds on the area's lakes and rivers. Numerous award-winning golf courses, as well as serene botanical gardens and nature preserves, offer further recreational opportunities. Its young, active, highly educated and culturally diverse population makes Austin a wonderful place to live, work, and attend school.

Miami, Florida

The Miami, Florida campus is located 13 miles from downtown Miami and is only 10 miles from Miami International Airport. Miami - a colorful, cosmopolitan city, reveling in its ethnic diversity - is located in southeastern Florida on the Atlantic coast, and is the 42nd largest city in the United States. Miami has a subtropical climate with year-round sunshine.

Its sunny climate, natural beauty, and its abundance of beaches make it a prime destination. The area is a haven for water sports and a golfer's paradise, with dozens of top-rated golf courses to choose from. Miami has a multicultural ambience with a strong economy based on banking, tourism, and other industries.

Coral Gables, Florida

Our newest campus location at Douglas Entrance in Coral Gables, Florida is located only 4 miles from downtown Miami and 10 miles from our current Miami campus. Douglas Entrance is a historic location in a well-appointed, upscale office complex that is in close proximity to retail, airport, housing and other amenities. This grand entrance was originally named after the central plaza in Madrid, La Puerta del Sol (The Gate of the Sun). Douglas Entrance also boasts a beautiful, expansive outdoor common space for students.

There is plenty of free public transportation in Coral Gables, with trolley services that make stops at Douglas Entrance. In the past three decades, the City has experienced healthy growth, which has resulted in a strong economic base. Coral Gables is an excellent choice for destination, local and international students.

Academic Calendar

First Professional and Post-Professional Divisions

Fall 2017 Trimester

| | |
|--------------|--|
| August 29 | Appeals Committee meets—Time TBA Faculty retreat—Faculty return to campus |
| August 30 | New (Full-Time) Student Orientation; Tuition due for all students |
| August 31 | Fall trimester classes begin Session 1 online courses begin |
| September 4 | Labor Day—No classes; Administrative offices closed |
| September 8 | Grades due for Fieldwork IIA (MOT) |
| September 18 | Session 2 online courses begin |
| September 29 | First professional courses end for 5th term MOT (old curriculum) |

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|----------------|--|
| | Final practical exams for MOT beginning Fieldwork IIB |
| October 18 | Mid-course grades due to Progression Committee for 15-week classes |
| October 20 | Classes end for 4th-term DPT beginning Internship I (old curriculum) |
| October 23–25 | Final exams for 4th-term DPT beginning Internship I (old curriculum) |
| October 24 | Midterm Academic Appeals Committee meeting |
| October 26 | Final grades due by 5:00 p.m. local time for 4th-term DPT (old curriculum) |
| November 10 | Veterans Day observed—No classes; Administrative offices closed |
| November 22 | Thanksgiving holiday begins for students at noon; Administrative offices close at 3:00 p.m. |
| November 23–24 | Thanksgiving holiday break—No classes; Administrative offices closed |
| November 27 | Classes resume |
| December 1 | Grades due for <i>all</i> graduating students |
| December 6 | Fall trimester classes end |
| December 7 | Fall Term Commencement Exercises – St. Augustine campus |
| December 8 | Fall Term Commencement Exercises – Austin campus Fall Term Commencement Exercises – San Marcos campus |
| December 8–13 | Final examinations |
| December 13 | End of term; Graduate degrees conferred – All campus locations Practical exam retakes |
| December 14 | Grades due by 5:00 p.m. local time for all students |
| December 22 | Administrative offices closed through January 1, 2018 |

Spring 2018 Trimester

| | |
|------------|--|
| January 2 | Administrative offices reopen |
| January 8 | Grades due for Fieldwork IIA (MOT) |
| January 9 | Appeals committee meets—Time TBA Faculty retreat—Faculty return to campus |
| January 10 | New (Full-Time) Student Orientation; Tuition due for all students |

| | |
|-------------|--|
| January 11 | Spring trimester classes begin Session 1 online courses begin |
| January 15 | Martin Luther King Jr. holiday—No classes; Administrative offices closed |
| January 29 | Session 2 online courses begin |
| February 9 | Courses end for 5th-term MOT beginning Fieldwork IIA (old curriculum) Final practical exams for 5th-term MOT beginning Fieldwork IIA (old curriculum) |
| March 2 | Mid-course grades due to Progression Committee for 15-week courses Classes end for Flex DPT beginning Internship I (old curriculum) |
| March 5–7 | Final exams for Flex DPT beginning Internship I (old curriculum) |
| March 5 | 5th-term DPT students return to campus – Miami campus (new curriculum) |
| March 6 | Midterm Academic Appeals Committee meeting |
| March 8 | Grades due by 5:00 pm local time for Flex DPT beginning Internship I (old curriculum) |
| March 8–9 | Spring break—No classes; Administrative offices open |
| April 13 | Grades due for <i>all</i> graduating students |
| April 18 | Spring trimester classes end |
| April 20 | Spring Term Commencement Exercises – St. Augustine Campus Spring Term Commencement Exercises – Austin Campus |
| April 21 | Spring Term Commencement Exercises – San Marcos campus |
| April 20–25 | Final examinations |
| April 25 | End of term; Graduate degrees conferred – All campus locations Practical exam retakes |
| April 26 | Grades due by 5:00 p.m. local time for all students |

Summer 2018 Trimester

| | |
|--------|--|
| May 8 | Appeals Committee meets—Time TBA Faculty retreat—Faculty return to campus |
| May 9 | New (Full-Time) Student Orientation; Tuition due for all students |
| May 10 | Summer trimester classes begin Session 1 online courses begin |
| May 18 | Fieldwork IIA grades due |

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| May 28 | Memorial Day holiday—No classes; Administrative offices closed |
| May 29 | Session II online courses begin |
| June 8 | Courses end for Flex MOT beginning Fieldwork IIA (old curriculum) |
| June 29 | Mid-course grades due to Progression Committee for 15-week classes Classes end for Flex DPT beginning Internship I (old curriculum) |
| July 2 | 5th-term DPT students return to campus (new curriculum) |
| July 2–3 | Final exams for Flex DPT beginning Internship I (old curriculum) |
| July 3 | Midterm Academic Appeals Committee meeting |
| July 4 | Administrative offices closed |
| July 4–5 | Independence Day holiday for students—No Classes |
| July 5 | Grades due by 5:00 p.m. local time for Flex DPT beginning Internship I (old curriculum) |
| August 10 | Grades due for <i>all</i> graduating students |
| August 15 | Summer trimester classes end |
| August 17 | Summer Term Commencement Exercises – St. Augustine campus Summer Term Commencement Exercises – San Marcos campus |
| August 18 | Summer Term Commencement Exercises – Austin campus |
| August 17–22 | Final examinations |
| August 22 | End of term; Graduate degrees conferred – All campus locations Practical exam retakes |
| August 23 | Grades due by 5:00 p.m. local time for all students |

Fall 2018 Trimester

| | |
|--------------|--|
| September 3 | Labor Day—Administrative offices closed |
| September 4 | Appeals Committee meets—Time TBA Faculty retreat—Faculty return to campus |
| September 5 | New (Full-Time) Student Orientation; Tuition due for all students |
| September 6 | Fall trimester classes begin Session 1 online courses begin |
| September 14 | Grades due for Fieldwork IIA - Flex MOT (old curriculum) |

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| September 24 | Session 2 online courses begin Classes end for 7th-term DPT (new curriculum) |
| October 22 | 5th-term DPT students return to campus – St. Augustine, San Marcos, Austin, Miami (new curriculum) |
| October 26 | Mid-course grades due to Progression Committee for 15-week classes Classes end for Flex DPT beginning Internship I (old curriculum) |
| October 29–31 | Final exams for Flex DPT beginning Internship I (old curriculum) |
| November 1 | Grades due for Flex DPT beginning Internship I (old curriculum) |
| November 6 | Midterm Academic Appeals Committee meeting |
| November 12 | Veterans Day observed—No classes; Administrative offices closed |
| November 21 | Thanksgiving holiday begins for students at noon; Administrative offices close at 3:00 p.m. |
| November 22–23 | Thanksgiving holiday break—No classes; Administrative offices closed |
| November 26 | Classes resume |
| December 12 | Grades due for <i>all</i> graduating students |
| December 14 | Fall trimester classes end Fall Term Commencement Exercises – St. Augustine campus Fall Term Commencement Exercises – Austin campus Fall Term Commencement Exercises – San Marcos campus |
| December 14–19 | Final examinations |
| December 19 | End of term; Graduate degrees conferred – All campus locations Practical exam retakes |
| December 20 | Grades due by 5:00 p.m. local time for all students |
| December 24 | Administrative offices closed through January 1, 2018 |

Spring 2019 Trimester

| | |
|-----------------|---|
| January 2, 2019 | Administrative offices reopen |
| January 8 | Appeals Committee meets—Time TBA |
| January 9 | New (Full-Time) Student Orientation; Tuition due for all students |
| January 10 | Spring trimester classes begin |

DATES ARE SUBJECT TO CHANGE.

Board of Directors

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Terry Crowe

A. Leslie DaCruz

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Bonnie Copeland

Francisco Gutierrez

Ramon Jimenez

Richard Krygiel

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Neetu Trivedi

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Susan Saxton, PhD

Senior VP of Academic Initiatives

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Vice President of Product Strategy, Marketing and Enrollment

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Executive Director of Institutional Research and Assessment

Nga Phan

Chair, Institute of Physical Therapy

Jodi Liphart, PT, DHSc

Interim Program Director, Doctor of Physical Therapy Program

St. Augustine, Florida, Miami, Florida

Jackie Crossen-Sills

Program Director, Doctor of Physical Therapy Program

San Marcos, California

Cherie Peters-Brinkerhoff

Program Director, Doctor of Physical Therapy Program

Austin, Texas

Manuel Domenech, PT, DPT, EdD

Program Manager, Flex Doctor of Physical Therapy Program

St. Augustine, Florida

Debra Gray, PT, DPT, MEd

Chair, Institute of Occupational Therapy

Anne Hull, EdD, OT/L

Interim Program Director, Occupational Therapy Programs

St. Augustine, Florida

Bonnie Decker, EdD, OTR/L, FAOTA

Program Director, Occupational Therapy Programs

Miami, Florida

Jose Rafols, OTD, OTR/L

Interim Program Director, Occupational Therapy Programs

Austin, Texas

Mary Zadnik, ScD, MEd, OTR/L

Program Director, Occupational Therapy Programs

San Marcos, California

Erin Schwier

Program Director, Transitional Doctor of Physical Therapy
St. Augustine, Florida
Eric Oestmann, PT, PhD

Program Director, Doctor of Occupational Therapy - Post Professional
St. Augustine, Florida
Karen Snyder, PhD, OTR/L

Program Director, Master of Health Science
St. Augustine, Florida
Jordan Utley, PhD, ATC

Program Director, Nursing Programs
St. Augustine, Florida
Robin Dennison, SNP, APRN, CCNS, CNE

Program Director, Master of Health Administration
St. Augustine, Florida
Kathy Wood, PhD, FHFMA

Interim Director of Residency and Fellowship Programs
Amanda Grant, DPT, OCS, FAAOMPT, CLT, MTC

Registrar
Diane Rondinelli

Director of Admissions
Adrienne Jones

Director of Enrollment and Field Recruitment
Julie Gonick

Clinical Education Department Head
Dionne DeGrande

Director of Continuing Professional Education
Lori Hankins

Director of Financial Aid
Rhonda James

Director of Accreditation
Dean Bartness

Director of Library Services
Julie Evener

Director of Wellness Center
Ricky Willis

Director of Campus Facilities/Operations
Greg Breen

Student Acquisition

Student Acquisition Team

The Student Acquisition Team consists of Enrollment, Admissions, and Student Services. This team is responsible for providing preadmission, admission, and registration services to prospective students, current students, and alumni. These offices oversee, coordinate, and administer multifaceted activities and student-centered services that include recruitment programs, preadmission advisement, admissions and registrar functions, and alumni services. The staff value excellent customer service, timely and accurate communication, professionalism, and teamwork

Admission to the University Degree Programs

University students are admitted on the basis of their academic abilities and professionalism. The Student Acquisition Team office coordinates the admissions activities for all degree-seeking students on all campuses in conjunction with the appropriate Program Director and the First Professional Admissions Committee or Post-Professional Admissions Committee. Students who wish to enroll in only the non-credit Continuing Professional Education (CPE) Seminars register through CPE Registrations.

Application for Admission

To be considered for admission, a candidate must submit the following:

- Online application
 - A baccalaureate degree or equivalent from an accredited college or university for the first professional programs. A bachelor's or masters degree for the Post Professional OTD and the transitional DPT programs. A bachelor's degree in the MHS and MHA programs and a bachelor's degree in nursing for the MSN and DNP programs. A master's degree for the EdD program.
 - Official transcripts must be submitted from each college or university previously attended. An official transcript is one sent directly to the Admissions Office by the Registrar of the issuing institution or one forwarded in a sealed envelope from the issuing institution.
 - Nursing candidates
1. MSN: Applicants must submit transcripts showing degree conferral of an associates and/or bachelor's in nursing. If select courses (usually science courses—see below) were taken at institutions other than the degree conferring institution, USAHS may request those transcripts be submitted as well.
 2. BSN-DNP: Applicants must submit transcripts showing degree conferral of an associates and/or bachelor's in nursing. If select courses (usually science courses—see below) were taken at institutions other than the degree conferring institution, USAHS may request those transcripts be submitted as well.
 3. MSN-DNP: Applicants must submit transcripts showing degree conferral of a Master of Science in Nursing only.
- Note: Applicants are not required to submit transcripts for non-degree related coursework certificates. Only transcripts that match the student's academic history as noted on the application will be required.*
- The following science courses may trigger a request for transcript if not on transcript of the degree conferred for all MSN and BSN-DNP applicants:
 - Anatomy and physiology
 - Pathophysiology
 - Microbiology
 - Physical assessment
 - Pharmacology
 - A minimum grade point average (GPA) of 3.0 calculated on program prerequisites may be required; however, the grade trend of the applicant will be considered

- GRE scores sent directly to the University by Educational Testing Service. For those who have earned a master's degree previously, this requirement is waived. MHA, MHS, MSN, transitional DPT, and OTD, Post Professional applicants are also exempt from this requirement.
- Additional requirements for domestic, international, foreign-educated students: International applicants from a country where English is not the primary language, who did not complete their undergraduate degree in English, or if deemed necessary by the Director of Admissions must provide an official TOEFL score report. The minimum internet-based TOEFL score requirement is 89 (including sectional minimums of 26 in speaking, 24 in writing, 21 in reading, and 18 in listening). The date of the reported test must fall within 2 years of the application deadline.
- References as required by the program
- A comprehensive background check requiring fingerprints and drug screen will be administered during the admissions process (first professional OT and PT, and MSN candidates only). The background checks are completed at the applicant's expense.
- Statement of purpose—if required by the program
- Documentation of observation experience—if required by the program
- Professional résumé or curriculum vitae—if required by the program
- Copy of professional license—if required by the program

If the applicant completed his or her education in a foreign country, the applicant must submit an original copy of a degree credentialing evaluation from an agency recognized by the National Association of Credential Evaluation Services (NACES). **If the NACES-approved evaluation service includes a copy of the evaluated official transcripts with the evaluation, USAHS will consider these transcripts as official.** The evaluation must indicate previous education at the minimum level of a baccalaureate degree earned at an accredited college or university in the United States. The following are among agencies approved for this purpose; additional evaluators can be found on www.naces.org:

World Education Services, Inc.
Bowling Green Station
PO Box 5087
64 Beaver Street, #146
New York, NY 10274-5087
www.wes.org

International Education Research
Foundation, Inc.
PO Box 3665
Culver City, CA 90231-3665
www.ierf.org

AACRAO International Education Services
One Dupont Circle, NW, Suite 520
Washington, DC 20036-1135
oies@aacrao.org

Joseph Silny & Associates, Inc.
International Education Consultants
7101 SW 102 Avenue
Miami, FL 33173
www.jsilny.com

Note: The University follows a policy of not disclosing reasons for nonacceptance of a candidate.

International Students Applying for Admission

The full-time first professional physical therapy and occupational therapy programs in San Marcos, California, Austin, Texas, and St. Augustine, Florida, are approved by the Immigration and Naturalization Service to admit international students who require an F-1 student visa. If a student visa is not required for attendance, non-U.S. citizens may participate in all other degree programs. In addition to the items listed above, the following must be submitted prior to issuance of the I-20:

- Financial statement/letter indicating commitment (from parents, government, etc.) to financially support tuition and living expenses for the duration of the degree program.

Records and Documents Submitted for Admission Processing

All documents submitted to the University in support of an Application for Admission become the permanent possession of the University and cannot be returned to the applicant under any circumstances. Students are, therefore, urged to make copies of important documentation and maintain their own files.

Records and Registration

The main Registrar's Office for all degree programs is located at the St. Augustine, Florida campus. Any inquiries or requests for information should be sent to Registrar, University of St. Augustine, 1 University Boulevard, St. Augustine, FL 32086, or registrar@usa.edu.

Records

The Registrar's Office is responsible for maintaining the official academic records for all students who enroll in academic degree programs. Student records are maintained electronically. Holds may be placed on students' records, transcripts, grades, or registration because of financial or other obligations to the University. Satisfaction of the hold is required before a release can be given.

Address Changes

A student's legal home or permanent address (mailing address) is taken from the Application for Admission and subsequently the Student Information Form completed during orientation each term. It is the students' responsibility to change their address. Current students should submit address changes through the MyUSA portal Students tab. Alumni e-mail address updates to registrar@usa.edu.

Name Changes

Requests for a change in the name as it appears on the respective student's academic record must be made in writing and accompanied by a copy of one of the following: social security card, drivers' license, passport, military ID, divorce decree, or professional license. The name change form may be found on the MyUSA portal under the Students tab.

Status Change—Withdrawal or Leave of Absence

Students who find it necessary to withdraw from the program or take a leave of absence must complete the required documentation and send it to the Faculty Advisor for signature and forwarding to registrar@usa.edu. Program Withdrawal and Leave of Absence forms may be found on the MyUSA portal on the Students tab.

Enrollment Certifications

The National Clearinghouse is the University's authorized agent for providing enrollment verifications through its Student Self-Service program. Students can print enrollment verification certificates free of charge through the MyUSA portal Students tab (there is a link to Clearinghouse Self-Service).

Transcripts

To ensure confidentiality of student records, the University issues official transcripts of academic information only by written or electronic signature by the student or graduate using Transcripts on Demand. Students will pay a \$3.00 convenience fee for each request submitted and an additional \$2.00 fee for each paper transcript requested. For electronic transcript delivery only the \$3.00 convenience fee is charged. Transcripts as well as grade reports will not be issued for any student with an outstanding obligation to the University. For more information on ordering transcripts please visit the MyUSA portal Students tab. Alumni may order transcripts by going to the Alumni link on www.usa.edu under the About tab.

Grade Reports

Grades and unofficial transcripts can be obtained online through the MyUSA portal Students tab.

Transferability of Course Credit

The transferability of credits students earn at the University of St. Augustine for Health Sciences is at the complete discretion of an institution to which a student may seek to transfer. Acceptance of the degree earned at the University of St. Augustine for Health Sciences is also at the complete discretion of the institution to which the student may seek to transfer. If the degree earned at this institution is not accepted at the institution to which the student seeks to transfer, the student may be required to repeat some or all of his or her coursework at that institution. For this reason, students should make certain that their attendance at this institution will meet their educational goals. This may include contacting an institution to which a student may seek to transfer after attending the University of St. Augustine for Health Sciences to determine if the degree will transfer. The University actively pursues a policy of requesting other graduate programs to accept our credits for transfer. However, the University has not entered into an articulation or transfer agreement with any other college or university.

Student Information and Records Notification of Rights Under FERPA

Student educational records at the University of St. Augustine for Health Sciences are governed by the Family Educational Rights and Privacy Act (FERPA).

FERPA affords eligible students certain rights with respect to their education records. (An "eligible student" under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution.) These rights include the following:

1. The right to inspect and review the student's education records within 45 days after the day the University of St. Augustine receives a request for access. A student should submit to the Registrar, Dean, head of the academic department, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The school official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the school official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

A student who wishes to ask the school to amend a record should write the school official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed.

If the school decides not to amend the record as requested, the school will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before the university discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

The school discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by the University of St. Augustine in an administrative, supervisory, academic, research, or support staff position; a person serving on the board of directors; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor outside of the University of St. Augustine who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent, or a student volunteering to assist another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the University of St. Augustine.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University of St. Augustine to comply with the requirements of FERPA. The name and address of the office that administers FERPA is as follows:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Student Identity Verification

The student identity verification process occurs on multiple levels. First professional students, who are required to wear University-issued student identification badges, are on campus either during the week or on weekends so their identity is verified in this manner. All students are provided with a secure account for their MyUSA portal to access the e-learning platform. They must utilize a user name and password to login and complete their work. The proctoring requirements ensure that for courses without physical presence the student will be seen, identified, and verified. Lastly, all programs have built-in physical presence that allows for verification of personal identity and student work. This is done through residencies, seminars, comprehensive examinations, capstone and dissertation presentations, and internship/fieldwork experiences. In the past year, many online courses have also added a video component to a required assignment.

Graduation

All degree requirements must be complete before approval to graduate is given by the respective Program Director. Formal commencement ceremonies take place on or near the St. Augustine, Florida, Austin, Texas, and San Marcos, California, campuses. These ceremonies are held three times per year at the conclusion of each trimester. Confirmation of a degree is posted to the official academic record on the last day of the term. Degrees may not be conferred until all

academic and financial obligations have been successfully met. The graduation fee is paid at the time the student submits the Application to Graduate.

Honors designation is given to first professional, transitional, and post-professional students who have earned a cumulative GPA of 3.50–3.64. High Honors designation is given to first professional students who have earned a cumulative GPA of 3.65–4.0. The cumulative GPA is calculated through final trimester coursework and is not rounded.

Financial Information

Tuition and Fees

The University publishes an official Schedule of Tuition and Fees for each division of the University. Because the programs within each division vary, students should carefully study the charges that apply to them as set forth below. All tuition is due at registration. All charges are subject to change without advance notice.

Master of Occupational Therapy (MOT)

St. Augustine, Florida, Campus: The full-time MOT program is 6 trimesters in duration consisting of a minimum of 93 credit hours. Tuition and fees are as follows:

| | |
|---|-------------|
| Tuition (\$12,797 per trimester × 6) | \$76,782.00 |
| Tuition deposit (subtracted from first trimester tuition) | \$500.00 |
| Books (\$600 per trimester × 6) | \$3,600.00 |
| Campus access fee (\$160 per trimester × 6) | \$960.00 |
| Student activity fee | \$20.00 |
| Associated school expenses | \$1,000.00 |
| Graduation fee | \$100.00 |

San Marcos, California, Campus: The full-time MOT program is 6 trimesters in duration consisting of a minimum of 93 credit hours. Tuition and fees are as follows:

| | |
|---|-------------|
| Tuition (\$14,656 per trimester × 6) | \$87,939.00 |
| Tuition deposit (subtracted from first trimester tuition) | \$500.00 |
| Books (\$600 per trimester × 6) | \$3,600.00 |
| Campus access fee (\$160 per trimester × 6) | \$960.00 |
| Student activity fee | \$20.00 |
| Associated school expenses | \$1,000.00 |
| Graduation fee | \$100.00 |

Austin, Texas, Campus: The full-time MOT program is 6 trimesters in duration consisting of a minimum of 93 credit hours. Tuition and fees are as follows:

| | |
|---|-------------|
| Tuition (\$13,477.50 per trimester × 6) | \$80,865.00 |
| Tuition deposit (subtracted from first trimester tuition) | \$500.00 |
| Books (\$600 per trimester × 6) | \$3,600.00 |
| Campus access fee (\$160 per trimester × 6) | \$960.00 |
| Student activity fee | \$20.00 |
| Associated school expenses | \$1,000.00 |
| Graduation fee | \$100.00 |

Miami, Florida Campus: The full-time MOT program is 6 trimesters in duration consisting of a minimum of 93 credit hours. Tuition and fees are as follows:

| | |
|---|-------------|
| Tuition (\$13,447.50 per trimester × 6) | \$80,865.00 |
| Tuition deposit (subtracted from first trimester tuition) | \$500.00 |
| Books (\$600 per trimester × 6) | \$3,600.00 |
| Campus access fee (\$160 per trimester × 6) | \$960.00 |
| Student activity fee | \$20.00 |
| Associated school expenses | \$1,000.00 |
| Graduation fee | \$100.00 |

Doctor of Physical Therapy (DPT)

St. Augustine, Florida, Campus: The fulltime DPT program is 8 trimesters in duration consisting of a minimum of 131 credit hours. Tuition and fees are as follows:

| | |
|---|--------------|
| Tuition (\$12,694 per trimester × 8) | \$101,552.00 |
| Tuition deposit (subtracted from first trimester tuition) | \$500.00 |
| Books | \$4,200.00 |
| Campus Access fee | \$1,120.00 |
| Student Activity fee | \$20.00 |
| Associated school expenses | \$1,167.00 |

| | |
|----------------|----------|
| Graduation fee | \$100.00 |
|----------------|----------|

Miami, Florida, Campus: The full-time DPT program is 8 trimesters in duration consisting of a minimum of 131 credit hours. Tuition and fees are as follows:

| | |
|---|--------------|
| Tuition (\$12,694 per trimester × 8) | \$101,552.00 |
| Tuition deposit (subtracted from first trimester tuition) | \$500.00 |
| Books | \$4,200.00 |
| Campus Access fee | \$480.00 |
| Student Activity fee (one time) | \$20.00 |
| Associated school expenses | \$1,167.00 |
| Graduation fee | \$100.00 |

San Marcos, California Campus: The full-time DPT program is 8 trimesters in duration consisting of a minimum of 131 credit hours. Tuition and fees are as follows:

| | |
|---|--------------|
| Tuition (\$14,197.13 per trimester × 8) | \$113,577.00 |
| Tuition deposit (subtracted from first trimester tuition) | \$500.00 |
| Books | \$4,200.00 |
| Campus access fee | \$1,120.00 |
| Student activity fee | 20.00 |
| Associated school expenses | \$1,167.00 |
| Graduation fee | \$100.00 |

Austin, Texas, Campus: The full-time DPT program is 8 trimesters in duration consisting of a minimum of 131 credit hours. Tuition and fees are as follows:

| | |
|---|--------------|
| Tuition (\$12,694 per trimester × 8) | \$101,552.00 |
| Tuition deposit (subtracted from first trimester tuition) | \$500.00 |
| Books | \$4,200.00 |
| Campus access fee | \$1,120.00 |
| Student activity fee | 20.00 |
| Associated school expenses | \$1,167.00 |
| Graduation fee | \$100.00 |

Dual Degree Option: Master of Occupational Therapy / Doctor of Physical Therapy (MOT/DPT)*

St. Augustine, Florida, Campus: The full-time dual degree option is 10 trimesters in duration consisting of a minimum of 174 credit hours and allows a student to complete the MOT and DPT programs consecutively. Tuition and fees are as follows:

| | |
|---|--------------|
| Tuition (\$12,693.90 per trimester × 10) | \$126,939.00 |
| Tuition deposit (subtracted from first trimester tuition) | \$500.00 |
| Books | \$6,000.00 |
| Campus access fee | \$1,600.00 |
| Student activity fee | \$20.00 |
| Associated school expenses | \$1,200.00 |
| Graduation fee | \$200.00 |

San Marcos, California, Campus: The full-time dual degree option is 10 trimesters in duration consisting of a minimum of 174 credit hours and allows a student to complete the MOT and DPT programs consecutively. Tuition and fees are as follows:

| | |
|---|--------------|
| Tuition (\$14,197.40 per trimester × 10) | \$141,974.00 |
| Tuition deposit (subtracted from first trimester tuition) | \$500.00 |
| Books | \$6,000.00 |
| Campus access fee | \$1,600.00 |
| Student activity fee | \$20.00 |
| Associated school expenses | \$1,200.00 |
| Graduation fee | \$200.00 |

Austin, Texas, Campus: The full-time dual degree option is 10 trimesters in duration consisting of a minimum of 174 credit hours and allows a student to complete the MOT and DPT programs consecutively. Tuition and fees are as follows:

| | |
|---|--------------|
| Tuition (\$12,693.90 per trimester × 10) | \$126,939.00 |
| Tuition deposit (subtracted from first trimester tuition) | \$500.00 |
| Books | \$6,000.00 |
| Campus access fee | \$1,600.00 |

| | |
|----------------------------|------------|
| Student activity fee | \$20.00 |
| Associated school expenses | \$1,200.00 |
| Graduation fee | \$200.00 |

***This degree option is currently under curriculum review and is not accepting students at this time.**

Flexible Doctor of Physical Therapy (DPT)

St. Augustine, Florida, Campus: The program is 12 trimesters in duration consisting of a minimum of 131 credit hours. Tuition and fees are as follows:

| | |
|---|-------------|
| Tuition (\$7,473.42 per trimester × 12) | \$89,681.00 |
| Tuition deposit (subtracted from first trimester tuition) | \$500.00 |
| Books (\$350 per trimester × 12) | \$4,200.00 |
| Campus access fee (\$85 per trimester × 12) | \$1,020.00 |
| Student activity fee | \$20.00 |
| Associated school expenses | \$1,000.00 |
| Graduation fee | \$100.00 |

San Marcos, California, Campus: The program is 12 trimesters in duration consisting of a minimum of 131 credit hours. Tuition and fees are as follows:

| | |
|---|--------------|
| Tuition (\$8,802.08 per trimester × 12) | \$105,625.00 |
| Tuition deposit (subtracted from first trimester tuition) | \$500.00 |
| Books (\$350 per trimester × 12) | \$4,200.00 |
| Campus access fee (\$85 per trimester × 12) | \$1,020.00 |
| Student activity fee | \$20.00 |
| Associated school expenses | \$1,000.00 |
| Graduation fee | \$100.00 |

Austin, Texas, Campus: The program is 12 trimesters in duration consisting of a minimum of 131 credit hours. Tuition and fees are as follows:

| | |
|---|-------------|
| Tuition (\$8,063.17 per trimester × 12) | \$96,758.00 |
| Tuition deposit (subtracted from first trimester tuition) | \$500.00 |

| | |
|---|------------|
| Books (\$350 per trimester × 12) | \$4,200.00 |
| Campus access fee (\$85 per trimester × 12) | \$1,020.00 |
| Student activity fee | \$20.00 |
| Associated school expenses | \$1,000.00 |
| Graduation fee | \$100.00 |

Flexible Master of Occupational Therapy (MOT)

St. Augustine, Florida, Campus: The program is 9 trimesters in duration consisting of a minimum of 93 credit hours. Tuition and fees are as follows:

| | |
|---|-------------|
| Tuition (\$8,364 per trimester × 9) | \$75,276.00 |
| Tuition deposit (subtracted from first trimester tuition) | \$500.00 |
| Books (\$400 per trimester × 9) | \$3,600.00 |
| Campus access fee (\$85 per trimester × 9) | \$765.00 |
| Student activity fee | \$20.00 |
| Associated school expenses | \$1,000.00 |
| Graduation fee | \$100.00 |

Austin, Texas, Campus: The program is 9 trimesters in duration consisting of a minimum of 93 credit hours. Tuition and fees are as follows:

| | |
|---|-------------|
| Tuition (\$8,651 per trimester × 9) | \$77,859.00 |
| Tuition deposit (subtracted from first trimester tuition) | \$500.00 |
| Books (\$300 per trimester × 9) | \$2,000.00 |
| Campus access fee (\$85 per trimester × 9) | \$765.00 |
| Student activity fee | \$20.00 |
| Associated school expenses | \$1,000.00 |
| Graduation fee | \$100.00 |

Miami, Florida, Campus: The program is 9 trimesters in duration consisting of a minimum of 93 credit hours. Tuition and fees are as follows:

| | |
|--|-------------|
| Tuition (\$8,481.33 per trimester × 9) | \$76,332.00 |
|--|-------------|

| | |
|---|------------|
| Tuition deposit (subtracted from first trimester tuition) | \$500.00 |
| Books (\$300 per trimester × 9) | \$2,700.00 |
| Campus access fee (\$85 per trimester × 9) | \$765.00 |
| Student activity fee | \$20.00 |
| Associated school expenses | \$1,000.00 |
| Graduation fee | \$100.00 |

Doctor of Occupational Therapy (OTD)

The program is 8 trimesters in duration consisting of a minimum of 117 credit hours. Tuition and fees are as follows:

| | |
|---|-------------|
| Tuition (\$12, 224 per trimester × 8) | \$99,560.00 |
| Tuition deposit (subtracted from first trimester tuition) | \$500.00 |
| Books (\$300 per trimester × 8) | \$2,400.00 |
| Campus access fee (\$160 per trimester × 8) | \$1,280.00 |
| Student activity fee | \$20.00 |
| Associated school expenses | \$1,000.00 |
| Graduation Fee | \$100.00 |

Post-Professional Doctor of Occupational Therapy (OTD)

Tuition for all courses not involving a separate seminar will be \$607/credit hour. For the bachelor's degree student it is a 60 credit hour program, for the master's degree student it is a 35 credit hour program, and for the USAHS master's degree graduate it is a 30 credit hour program.

| | |
|--|-----------------------|
| Tuition - 30 credit hour program approximately | \$18,210.00 |
| Tuition - 35 credit hour program approximately | \$21,245.00 |
| Tuition - 60 credit hour program approximately | \$36,420.00 |
| Books | \$1,000.00 |
| Technology fee (\$1,000 per year) | \$2,000.00–\$5,000.00 |

| | |
|-------------------------------|----------|
| Graduation fee | |
| If attending commencement | \$100.00 |
| If not attending commencement | \$25.00 |

Transitional Doctor of Physical Therapy (DPT)

Tuition for all courses will be \$607/credit hour and clinical integration courses will bear a per credit-hour charge of \$225. For the bachelor's degree student it is a 60 credit hour program and for the master's degree student it is a 24 credit hour program.

| | |
|--|-----------------------|
| Tuition - 24 credit hour program approximately | \$14,568.00 |
| Tuition - 60 credit hour program approximately | \$36,420.00 |
| Books | \$1,000.00 |
| Technology fee (\$1,000 per year) | \$2,000.00–\$4,000.00 |
| Graduation fee | |
| If attending commencement | \$100.00 |
| If not attending commencement | \$25.00 |

Master of Health Administration (MHA)

Tuition for all courses is \$695/credit hour.

| | |
|---|-------------|
| Tuition - 36 credit hour program approximately | \$25,000.00 |
| Books and associated school expenses | \$800.00 |
| Technology fee | \$1,020.00 |
| Lab fee (only if registered in ATP 7255 course) | \$200.00 |
| Graduation fee | |
| If attending commencement | 100.00 |
| Optional custom regalia estimate | \$650.00 |
| If not attending commencement | \$25.00 |

Master of Health Science (MHS)

Tuition for all courses not involving a separate seminar is \$556/credit hour.

| | |
|---|-------------|
| Tuition - 36 credit hour program approximately | \$20,000.00 |
| Books | \$500.00 |
| Technology fee (\$1,000 per year) | \$2,000.00 |
| Lab fee (only if registered in ATP 7255 course) | \$200.00 |
| Graduation fee | |
| If attending commencement | 100.00 |
| Optional custom regalia estimate | \$650.00 |
| If not attending commencement | \$25.00 |

Master of Science in Nursing (MSN)

Tuition for all courses is \$694/credit hour.

| | |
|--|-------------|
| Tuition - 36 credit hour program approximately | \$24,000.00 |
| Books | \$1,000.00 |
| Technology fee (\$1,000 per year) | \$2,000.00 |
| Graduation fee | |
| If attending commencement | \$100.00 |
| If not attending commencement | \$25.00 |

Doctor Nursing Practice (DNP)

Tuition for all courses not involving a separate seminar is \$900/credit hour. For the bachelor's degree student completing the Nurse Executive or Nurse Informaticist specialization, it is a 64 credit-hour program. For the master's degree student it is a 42–52 credit-hour program.

| | |
|---|-------------------------|
| Tuition 42–52 credit hour program approximately | \$37,800.00–\$46,800.00 |
| Tuition 64 credit hour program approximately | \$57,600.00 |

| | |
|-----------------------------------|------------|
| Books | \$1,000.00 |
| Technology fee (\$1,000 per year) | \$2,000.00 |
| Graduation fee | |
| If attending commencement | \$100.00 |
| Optional custom regalia estimate | \$650.00 |
| If not attending commencement | \$25.00 |

Doctor of Education (EdD)

Tuition for all courses not involving a separate seminar is \$761.25/credit hour.

| | |
|--|-------------|
| Tuition - 60 credit hour program approximately | \$45,675.00 |
| Books | \$1,000.00 |
| Technology fee (\$1,000 per year) | \$4,000.00 |
| Graduation fee | |
| If attending commencement | \$100.00 |
| Optional custom regalia estimate | \$650.00 |
| If not attending commencement | \$25.00 |

Payment

The University accepts MasterCard and Visa payments, personal checks, bank drafts, and cash. Many full-time students secure student loans through a financial assistance loan program.

Refund Policy

Tuition Refund Policy for First Professional Programs

Cancellation and Tuition Refund Policy

University of Saint Augustine for Health Sciences' institutional refund policy has been established in accordance with current state and federal regulations and applicable accrediting standards. A refund to the student or fund source may result from the application of the University's institutional refund policy.

Notice of Cancellation

Students must notify the University in writing of cancellation.

\$500 Deposit Refund Policy for First Professional Programs

Refund of Tuition Deposit for Withdrawal Within the First 7 Days: If notification of withdrawal from the University is submitted within 7 days of submission of the tuition deposit, a full refund of the tuition deposit will be returned to the student.

Refund of Tuition Deposit for Withdrawal After the First 7 Days but Before the Start of the Trimester: If notification of withdrawal from the University is submitted after 7 days of submission of the tuition deposit up to the start of the trimester courses, a partial refund of \$400 (the University retains \$100 as an admissions fee) will be returned to the student.

Tuition Refund Policy for First Professional Programs

The University of Saint Augustine for Health Sciences has an established add/drop period that is the 1st week (7 days) of each semester. All tuition and fees will be refunded to students or to student loans who withdraw from a program or a course within the add/drop period.

If a student withdraws from the program or a course after the add/drop period but prior to completion, the student may be eligible for a tuition refund in accordance with the following policy:

Withdrawing From a Program - Refund of Tuition After the Start of Trimester Courses: For students who withdraw from *all* classes during days 1–7 of the trimester (add/drop period), 100% of tuition/fees will be refunded to the student and/or to the loan provider. For students who withdraw from *all* classes after day 7 but before 60% of the term has elapsed, the University will calculate the refund using a percentage formula and return the refund to the student and/or to the loan provider. If more than 60% of the term has elapsed, there will be no refund.

Withdrawing From a Course: Students withdrawing from one or more course(s), but not the program, will have their refund calculated under the same percentage formula as those withdrawing from a program.

Step 1: Determine the percentage of the enrollment period the student attended before withdrawing (days attended divided by total days in the period). If over 60%, then no refund is due.

Step 2: Determine the amount of tuition earned by the school by multiplying the total tuition/fee charged by the percentage of time enrolled.

Step 3: Compare the amount of tuition earned by the school to the amount received by the school. If more funds were received by the school than tuition earned by the school, determine the amount of funds that must be returned by subtracting the tuition earned by the school amount from the amount received by the school.

Step 4: Distribute this calculated amount as a refund to the student or to the student loan provider.

Refunds are made within 30 days of the date the University determines that the student has withdrawn.

For students who receive federal financial aid who withdraw (including transfers and leaves of absence) from *all* classes on or before 60% of the term has elapsed, a portion of their tuition will be returned to the lender. Please see the University's R2T4 policy for further information.

Tuition Refund Policy for Transitional and Post-Professional Programs

Student's Right to Cancel

Students may withdraw from a degree program at any time. Contact the director of the degree program to request withdrawal from the program. To withdraw from an individual seminar, contact the Continuing Education Office by phone at 904-826-0084, ext. 1400.

Cancellation and Tuition Refund Policy for Post-Professional Programs

University of Saint Augustine for Health Sciences institutional refund policy has been established in accordance with current state and federal regulations and applicable accrediting standards. A refund to the student or fund source may result from the application of the University's institutional refund policy.

Notice of Cancellation for Post-Professional Programs

Students must notify the University in writing of cancellation. All monies paid by an applicant other than books, supplies, materials, and kits that are not returnable from use are refunded if cancellation occurs within 1 week (7 days) after signing the University's Enrollment Agreement and making an initial payment.

Tuition Refund Policy

The University of Saint Augustine for Health Sciences has an established add/drop period that is the 1st week (7 days) of each semester. All tuition, excluding the application fee, will be refunded to students who withdraw within the add/drop period.

If a student withdraws from the program or a course after the 7-day add/drop period but prior to completion, the student may be eligible for a tuition refund in accordance with the following policy:

Refund of Tuition After the Start of Trimester Courses: For self-pay students who withdraw (including transfers and leaves of absence) from *all* classes on or before 60% of the term has elapsed, the University will calculate the refund using a percentage formula and return the refund to the student. Students dropping form coursework (not the program) will be calculated under the same percentage formula. If more than 60% of the term has elapsed, there will be no refund.

Step 1: Determine the percentage of the enrollment period the student attended before withdrawing (days attended divided by total days in the period).

Step 2: Determine the amount of tuition earned by the school by multiplying the total tuition/fees charged by the percentage of time enrolled.

Step 3: Compare the amount of tuition earned by the school to the amount received by the school. If more funds were received by the school than tuition earned by the school, determine the amount of funds that must be returned by subtracting the tuition earned by the school amount from the amount received by the school.

Step 4: Distribute this calculated amount as a refund to the student.

Refunds are made within 30 days of the date the University determines that the student has withdrawn.

For students who receive federal financial aid who withdraw (including transfers and leaves of absence) from *all* classes on or before 60% of the term has elapsed, a portion of their tuition will be returned to the lender. Please see the University's R2T4 policy for further information.

For Iowa National Guard or Reserve Forces Only

The following additional considerations are made for a student who is a member, or the spouse of a member if the member has a dependent child, of the Iowa National Guard or reserve forces of the United States and who is ordered to National Guard duty or federal active duty:

- The student may withdraw from the entire registration for that term and receive a full refund of tuition and mandatory fees for that term
- The student may make arrangements with the instructor(s) for course grades, or for incompletes to be completed by the student at a later time, which will keep the student's registration and all tuition and fees intact.

- The student may make arrangements with only some instructors for grades, or for incompletes to be completed by the student at a later time, which will keep the student's registration, tuition and fees intact for only those courses in which the student makes arrangements. Any course for which arrangements cannot be made for grades or incompletes will be considered withdrawn and the tuition and mandatory fees for the course refunded.

Tuition Refund Policy for First Professional Programs for Iowa Residents

Cancellation and Tuition Refund Policy for First Professional Programs

University of Saint Augustine for Health Sciences' institutional refund policy has been established in accordance with current state and federal regulations and applicable accrediting standards. A refund to the student or fund source may result from the application of the University's Institutional Refund Policy.

Notice of Cancellation for First Professional Programs

Students must notify the University in writing of cancellation. All monies paid by an applicant other than books, supplies, materials, and kits which are not returnable from use are refunded if cancellation occurs after signing the University's Enrollment Agreement and making an initial payment. All monies Iowa residents prepay to the University for tuition, including the \$500 tuition deposit, are fully refunded to Iowa residents if the student never begins attendance in the term or course for which the student was charged.

Tuition Refund Policy for First Professional Programs

The University of St. Augustine for Health Sciences has an established add/drop period that is the 1st week (7 days) of each semester. All tuition and fees will be refunded to students, or to their student loan provider, if students withdraw from a program or a course within the add/drop period.

If a student withdraws from the program or a course after the add/drop period but prior to completion, the student may be eligible for a tuition refund in accordance with the following policy:

Withdrawing From a Program - Refund of Tuition After the Start of Trimester Courses: For students who withdraw from *all* classes during days 1–7 of the trimester (add/drop period), 100% of tuition/fees will be refunded to the student and/or to the loan provider. After day 7, for students who withdraw from *all* classes but before 60% of the term has elapsed, the University will calculate the refund using a percentage formula and return the refund to the student and/or to the loan provider. If more than 60% of the term has elapsed, there will be no refund.

Withdrawing From a Course: Students withdrawing from one or more course(s), but not the program, will have their refund calculated under the same percentage formula as those withdrawing from a program.

Step 1: Determine the percentage of the enrollment period (calendar days) the student failed to complete as of the date of withdrawal (incomplete days divided by total days in the period). If over 60%, then no refund is due.

Step 2: Determine the amount of tuition charges to be refunded by multiplying the total tuition/fees charged by the percentage of time (calendar days) the student failed to complete.

Step 3: Distribute this calculated amount as a refund to the student or to the loan provider.

For Iowa-resident, distance-education students who withdrawal due to physical incapacity, and who have provided official documentation that physical incapacity is the reason he or she is not able to complete the course, the student will be refunded by the amount of tuition earned by the school by multiplying the total tuition/fees charged by the percentage of time (calendar days) the student failed to complete in the period for which he or she was charged.

Refunds are made within 30 days of the date the University determines that the student has withdrawn.

For students who receive federal financial aid who withdraw (including transfers and leaves of absence) from *all* classes on or before 60% of the term has elapsed, a portion of their tuition will be returned to the lender. Please see the University's R2T4 policy for further information.

Tuition Refund Policy for Transitional and Post-Professional Program for Iowa Residents

Student's Right to Cancel Post-Professional Programs

Students may withdraw from a degree program at any time. Contact the director of the degree program to request withdrawal from the program. To withdraw from an individual seminar contact the Continuing Education Office by phone at 904-826-0084, ext. 1400.

Cancellation and Tuition Refund Policy for Post-Professional Programs

University of Saint Augustine for Health Sciences institutional refund policy has been established in accordance with current state and federal regulations and applicable accrediting standards. A refund to the student or fund source may result from the application of the University's Institutional Refund Policy.

Notice of Cancellation for Post-Professional Programs

Students must notify the University in writing of cancellation. All monies paid by an applicant other than books, supplies, materials, and kits which are not returnable from use are refunded if cancellation occurs within 1 week (7 days) after signing the University's Enrollment Agreement and making an initial payment. All monies Iowa residents prepay to the University for tuition are fully refunded to Iowa residents if the student never begins attendance in the term or course for which the student was charged.

Tuition Refund Policy for Post-Professional Programs

The University of St. Augustine for Health Sciences has an established add/drop period that is the 1st week (7 days) of each semester. All tuition and fees will be refunded to students who withdraw within the add/drop period. If a student withdraws from the program or a course after the 7 day add/drop period but prior to completion, the student may be eligible for a tuition refund in accordance with the following policy:

Refund of Tuition Charges After the Start of Trimester Courses: For students who withdraw (including transfers and leaves of absence) from *all* classes on or before 60% of the term has elapsed, the University will calculate the refund using a percentage formula and reduce the student's tuition charges accordingly. Students dropping from coursework (not the program) will be calculated under the same percentage formula. If more than 60% of the term has elapsed, there will be no refund.

Step 1: Determine the percentage of the enrollment period (calendar days) the student failed to complete as of the date of withdrawal (incomplete days divided by total days in the period). If over 60%, then no refund is due.

Step 2: Determine the amount of tuition charges to be refunded by multiplying the total tuition/fees charged by the percentage of time (calendar days) the student failed to complete.

Step 3: Distribute this calculated amount as a refund to the student.

For Iowa-resident, distance-education students who withdrawal due to physical incapacity, and have provided official documentation that physical incapacity is the reason he or she is not able to complete the course, the student will be refund by the amount of tuition earned by the school by multiplying the total tuition/fees charged by the percentage of time (calendar days) the student failed to complete in the period for which he or she was charged.

Refunds are made within 30 days of the date the University determines that the student has withdrawn.

For students who receive federal financial aid who withdraw (including transfers and leaves of absence) from *all* classes on or before 60% of the term has elapsed, a portion of their tuition will be returned to the lender. Please see the University's R2T4 policy for further information.

Continuing Education Seminar Fee Refund Policy

Continuing Education tuition fee refunds will be determined in accordance with the policy above for Iowa-resident online students.

In the event of employer-paid registrations, the employer has the right to cancel the registration. The therapist will be contacted and may be given the option to remain registered for the seminar and become the responsible party for the fee.

A *dependent child* is defined as someone who was claimed by a qualified military person on the qualified military person's Internal Revenue Service tax filing for the previous tax year. Students may be required to submit additional documentation, as requested by the University, to support the military leave of absence considerations listed above.

Tuition Refund Policy for Maryland Residents

For students residing in Maryland, the University complies with the state of Maryland's refund policy. This policy will supersede the University's refund policy, unless the University's policy is more beneficial for the Maryland student. The minimum refund that the University shall pay to a Maryland student who withdraws or is terminated after completing only a portion of a course, program, or term within the applicable billing period is as follows:

| Proportion of Total Course, Program, or Term Completed as of Date of Withdrawal or Termination | Tuition Refund |
|---|----------------|
| Less than 10% | 90% refund |
| 10% up to but not including 20% | 80% refund |
| 20% up to but not including 30% | 60% refund |
| 30% up to but not including 40% | 40% refund |
| 40% up to and including 60% | 20% refund |
| More than 60% | No refund |

Student Tuition Recovery Fund—California

California law requires that the Bureau for Private Postsecondary Education assess each institution in relation to the cost of tuition for students. These fees support the Student Tuition Recovery Fund (STRF), a special fund established by the California legislature to reimburse students who are California residents who might otherwise experience a financial loss as a result of untimely school closure. Each student will pay a Student Tuition Recovery Fund assessment each term. Student Tuition Recovery Fund fees shall be collected from all California campus students at the rate of zero cents (\$.0) per thousand dollars of tuition charged rounded to the nearest thousand dollars. These fees are collected as part of the campus access fee.

You must pay the state-imposed assessment for the STRF if all of the following applies to you:

1. You are a student in an educational program who is a California resident or is enrolled in a residency program and you prepay all or part of your tuition either by cash, guaranteed student loans, or personal loans. And
2. Your total charges are not paid by any third-party payer such as an employer, government program, or other payer unless you have a separate agreement to repay the third party.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if either of the following applies:

1. You are not a California resident or you are not enrolled in a residency program.
Or
2. Your total charges are paid by a third party such as an employer, government program, or other payer, and you have no separate agreement to repay the third party.

The purpose of the STRF is to relieve or mitigate economic losses suffered by students in educational programs who are California residents, or are enrolled in a residency program attending certain schools regulated by the Bureau for Private Postsecondary Education.

You may be eligible for STRF if you are a California resident or are enrolled in a residency program, prepaid tuition, paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The school closed before the course of instruction was completed.
2. The school's failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a charge was collected within 180 days before the closure of the school.
3. The school's failure to pay or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds received by the school prior to closure in excess of tuition and other costs.
4. There was a material failure to comply with the Act or this Division within 30 days before the school closed or, if the material failure began earlier than 30 days prior to closure, the period determined by the Bureau.
5. An inability after diligent efforts to prosecute, prove, and collect on a judgment against the institution for a violation of the Act.

Financial Assistance Programs

USAHS has a number of resources to help students fund their education, including dedicated financial aid counselors. Although they are campus based, every counselor is available to assist students at any point in the process.

The department staff are available to help students by email and telephone, and they offer a live webinar session each term. Regular office hours are 8:00 a.m. Eastern to 8:00 p.m. Pacific, Monday through Friday, and Saturday as posted each term. If students are unable to meet during regular office hours, after-hours appointments are available by request.

In addition to reviewing eligibility for one of the USAHS scholarships, students are encouraged to explore financial assistance programs available from health care providers who employ therapists or scholarships available for graduate education.

USAHS is approved to participate in the Federal Title IV Stafford Direct Loan, Direct (Grad) Plus Loan, and Federal Work Study programs. USAHS complies with the requirement for consumer information to be disclosed to the student pursuant to the applicable federal and state financial aid programs (34 CFR 668) and follows the disclosure requirements of Section 485(f) of the HEA (Campus Security Policy and Campus Crime Statistics).

Federal and Private loan options are available to cover education expenses for students who meet the eligibility guidelines set by the lenders and who maintain eligibility and enrollment requirements including the satisfactory academic policy of USAHS.

Direct Unsubsidized Loans (also known as Stafford Loans or Direct Stafford Loans): This is a federal loan that accrues interest while students are in school. The interest payments may be deferred for 6 months after graduation. Students may obtain up to \$20,500 a year from the Stafford Loan. The current interest rate is 6.00% fixed with a 1.069% loan fee. Students are required to fill out the Free Application for Federal Student Aid (FAFSA) form to apply for this loan. Visit <https://studentaid.ed.gov/sa/> for more information.

Direct PLUS Loans: These are federal loans that graduate or professional degree students may use to help pay education expenses not covered by other financial aid through the U.S. Department of Education. The current interest rate is 7.00% fixed with a 4.276% loan fee. Learn more at Federal Student Aid.

Federal Work Study programs: The Federal Work-Study (FWS) Program provides part-time employment to students attending USAHS who need the earnings to help meet their costs of postsecondary education and encourages students receiving FWS assistance to participate in community service activities. This program allows students the opportunity to gain valuable work experience while earning their work study funds. Federal Work-Study positions are available in areas such as health care, education, literacy, wellness center, and tutors. Positions and requirements are posted on the MyUSA portal.

Private Alternative Loans: Private financial institutions offer a variety of financial products to help graduate students fund their education. Visit ELMSelect to learn more about private lending options and download the Private Education Loan Self-Certification Form.

USAHS does not have a preferred lender arrangement and the ELM website link provides a comprehensive listing of lenders that have made loans to the institution's students within the past 5 years. A student/borrower can choose to use any lender, including a lender not listed.

Veteran's Benefits

St. Augustine, Florida, Campus – The first professional Doctor of Physical Therapy and Master of Occupational Therapy degree programs are approved by the Florida Department of Veteran Affairs for training of veterans and other eligible persons. Questions regarding benefits, enrollment certification, etc., should be directed to the certifying officer in the Financial Aid Office on the St. Augustine, Florida, campus.

San Marcos, California, Campus – The first professional Doctor of Physical Therapy and Master of Occupational Therapy degree programs are approved by the California State Approving Agency for Veterans Education. Questions regarding benefits, enrollment certification, etc., should be directed to the certifying officer in the Financial Aid Office on the San Marcos, California, campus.

Austin, Texas, Campus – The first professional Doctor of Physical Therapy and Master of Occupational Therapy degree programs are approved by the Texas Veteran Commission for training of veterans and other eligible persons. Questions regarding benefits, enrollment certification, etc., should be directed to the certifying officer on the Austin, Texas, campus.

Miami, Florida, Campus – The first professional Doctor of Physical Therapy and Master of Occupational Therapy degree programs are approved by the Florida Department of Veteran Affairs for training of veterans and other eligible persons. Questions regarding benefits, enrollment certification, etc., should be directed to the certifying officer in the Financial Aid Office on the St. Augustine, Florida, campus.

Post Professional Programs - The post professional Transitional Doctor of Physical Therapy, Doctor of Occupational Therapy, Doctor of Health Science, and Doctor of Education degree programs are approved by the Florida Department of Veteran Affairs for training of veterans and other eligible persons. Questions regarding benefits, enrollment certification, etc., should be directed to the certifying officer in the Financial Aid Office on the St. Augustine, Florida, campus.

Campus based first Professional campuses participate in Yellow-Ribbon program for eligible Veterans

The University of St. Augustine for Health Sciences (USAHS) is pleased to continue participation in the **Yellow Ribbon GI Education Program** for the Campus based first Professional campus degree programs. Yellow Ribbon is a scholarship designed to help students supplement the tuition and fees cost that exceeds the amount allotted in the Post 9/11 GI Bill® yearly cap, the program is a provision of the Post 9/11 Veterans Educational Assistance Act of 2008.

Applications are accepted on a first-come, first-served basis up to:

- San Marcos, California Campus: 8 - Graduate students at \$5,000.00 and 4 - Graduate students at \$2,500.00
- St. Augustine, Florida Campus: 8 - Graduate students at \$5,000.00 and 4 - Graduate students at \$2,500.00
- Austin, Texas Campus: 8 - Graduate students at \$5,000.00 and 4 - Graduate students at \$2,500.00
- Miami, Florida Campus: 8 - Graduate students at \$5,000.00 and 4 - Graduate students at \$2,500.00

The recipients of **Yellow Ribbon** can receive up to \$10,000 (up to \$5,000 from USAHS and up to \$5,000 to be matched by the VA) for tuition and fees per academic year.

For questions regarding eligibility, yellow ribbon benefits, and the application process, contact to the certifying officer on the respective campus.

Disbursements

Before any funds are disbursed students must read important disclosure information regarding their loan(s). The Disclosure Statement provides information about the Direct Unsubsidized Loan that the University of St Augustine for Health Sciences plans to disburse (pay out) by crediting the student's school account, paying the student directly, or both. There is also a Plain Language Disclosure that will explain the terms of the student loan(s). Both disclosures are available at www.studentloans.gov. Students keep a copy of all disclosures for their records.

Students receiving federal student loans need to have all admission documentation cleared before a disbursement request to the Department of Education will be made on behalf of the student for Federal Loans.

Cost of Living Disbursements: If the students' lender pays student tuition and fees for the term in full, any remaining loan funds will be refunded to the student within 10 days from when USAHS received the loan from the lender. Although USAHS has 14 days to get the refund to students, we understand the need to pay living expenses and will do our utmost for students to receive any remaining loan funds in 10 days.

It is recommended, at the beginning of each term, to make plans to cover living expenses for at least the first 3 weeks without reliance on loans. Loans do not begin disbursing until a week after classes start.

USAHS utilizes Bank Mobile to process student refunds, and they will contact students by email when refunds are available. All students are encouraged to enroll in one of the methods to receive refunds made by the school.

Students should contact the bursar with any questions they may have and enrollment information.

Other Financial Assistance Information

All information submitted for securing a federal student loan will be submitted to the National Student Loan Database (NSLDS) and accessible by authorized agencies, lenders, and institutions. The student-loan borrower is responsible for knowing the total amount of federal loans borrowed. A summary of an individual's federal loan debt is available via the NSLDS website (www.nsls.ed.gov/nsls_SA/).

The University will cooperate completely with all agencies responsible for the collection of loans to preserve the integrity of the loan process for the benefit of future students.

Educational costs of attending the institution are included on each program page under the cost of attendance.

Student and Parent Privacy Rights: In accordance with the Family Education Rights and Privacy Act of 1974 (FERPA), the undersigned student hereby permits the University of St Augustine for Health Sciences to disclose the information specified below to the following individual(s) or agency(ies). The student authorizing the release of his or her educational records must sign and present the release form to the appropriate office with a photo ID to verify authenticity of this release.

Student Withdrawal Procedures and Return of Title IV Funds Requirements: The law specifies how USAHS must determine the amount of Federal loan / Title IV program assistance that students earn if they withdraw from school. When students withdraw during a payment period or period of enrollment, the amount of Title IV program assistance that is earned up to that point is determined by a specific formula. If students received more assistance than earned, the excess funds must be returned by the school and/or the student. This amount of assistance a student has earned is determined on a prorated basis. Please see the withdraw and refund section of the catalog or website for more information about the refunds of institutional charges.

The financial aid website is located at <http://www.usa.edu/p53-248-Financial-Aid-Information.aspx>, and various forms and procedures are located on the MyUSA portal.

Scholarship Program

Entry Level

The University of St. Augustine provides two types of scholarships to new students enrolling in the entry-level, campus-based DPT, MOT, OTD, Flex DPT and Flex MOT programs. The two types of scholarships awarded are the Outstanding Academic Achievement and Leadership Scholarship and the Financial Need Scholarship. University of St. Augustine scholarships are utilized for tuition and other related academic fees only. A student must submit a completed scholarship application by the appropriate deadline and meet the minimum criteria for the applicable scholarship to be considered.

Outstanding Academic Achievement and Leadership Scholarship

The University awards these scholarships in recognition of outstanding academic achievement and leadership potential. The top applicant that meets the criteria from each of the campus-based, entry-level programs will receive a \$6,000 (per academic year) scholarship. The remaining recipients, one from each program, will receive a \$2,000 (per academic year) award. The top applicants that meet the criteria from the Flex DPT and Flex MOT programs will receive \$4,500 (per academic year) and an additional recipient in each of the Flex categories will receive \$1,500 (per academic year).

Outstanding Academic Achievement and Leadership scholarships are awarded to the entering students who best meet the following criteria:

- Minimum 3.5 GPA on program prerequisites
- A one-page essay on "My Leadership Experiences"
- A review of a curriculum vitae or resume showcasing leadership roles held
- Minimum 294/1000 on the GRE (verbal and quantitative sections scores combined)

Financial Need Scholarship

The University awards these scholarships based on financial need. The top applicant from each of the campus-based, entry-level programs will receive a \$4,000 (per academic year) scholarship. The other recipients, one from each program, will receive a \$2,000 (per academic year) award. The top applicants that meet the criteria from the Flex DPT and Flex MOT programs will receive \$3,000 (per academic year), and an additional recipient in each of the Flex categories will receive \$1,500 (per academic year).

Scholarship Application Deadline Dates

- February 15–Summer Term
- June 15–Fall Term
- October 15–Spring Term

Completed University Scholarship Application's and other required documents are to be submitted as one PDF attachment in an email and sent to scholarships@usa.edu.

Post-Professional Programs

USAHS provides several types of discounts to all new students enrolling in the post-professional programs, and updated details may be found on the specific program page on the website.

Policies and Regulations

Academic Freedom Policy

Academic freedom is a cherished principle in higher education. At the University of St. Augustine, academic freedom is the right of faculty members to express their professional opinions regarding the content of the courses they are teaching, as long as they are measured against the intellectual standards of relevant professional disciplines. It should be remembered that the content of courses often builds upon itself, and this course content is coordinated to achieve the desired goal of meeting professional accreditation and national licensure subject matter. Faculty have the freedom in the classroom to discuss academic subjects, select instructional materials, and determine grades. Likewise, students should have the opportunity to study a wide spectrum of ideas so they may acquire critical thinking skills. We must never lose sight that our students are seeking guidance, not confusion. While they wish to know what to do in every single circumstance, we know they are better prepared if we teach them the skills and give them the content that will enable them to personally find answers. In the development of knowledge and creative activities, the faculty and student body are free to cultivate a spirit of inquiry and scholarly criticism and to examine ideas in an atmosphere of freedom and confidence.

However, there are limits to academic freedom. The courts have decided that free speech does not extend to shouting "fire" in a crowded theatre. Likewise, academic freedom, the right to express one's personal views, has its limits and carries with it a measure of responsibility. By all means, faculty may express a different viewpoint about a professional topic, but it should be clearly expressed as a personal viewpoint. Faculty may not subject students to personal views and opinions concerning matters not related to the course of instruction itself. It is necessary that faculty conduct themselves accordingly, with due respect to the welfare of this University and the professions we represent. It is also necessary to ensure consistency within an integrated curriculum and when teaching various sections of the same course/seminar. The philosophy, programs, faculty, and administration of the University are not perfect, and helpful suggestions and constructive criticism can assist all; but publicly expressing displeasure with University philosophies or practices has no place in our organization.

It is important for faculty, staff, and students to know they can initiate changes and have a number of avenues within which they can work for change. Both on-campus and distant employees and students may speak (or write) to their Program Director or supervisor. The University supports your ideas, and suggestions will be treated with the respect and consideration they deserve.

If a faculty member, staff member, or student perceives an infringement on his or her academic freedom, the individual should follow the complaint policy and refer the issue to the appropriate Program Director, supervisor, and/or Dean. If the issue is not resolved in a satisfactory manner, the individual may submit a written grievance to the University's Grievance Committee at 1 University Blvd., St. Augustine, FL 32086, where the issue will be handled according to established timelines and processes.

Diversity Policy

Diversity at the University of St. Augustine for Health Sciences is defined in three ways:

1. Representation of the student, faculty, and staff across all campuses
2. Allowing for diverse thought, leadership styles, and work environments
3. Encouraging diverse ways to teach, to promote student cultural awareness, and to engage in scholarly pursuits

Representation of the student, faculty, and staff across all campuses: The University aims to support diversity by recruiting and retaining students and employees at all levels by

- recognizing that continued success in meeting the needs of our students requires the full and active participation of talented and committed employees who represent a variety of religions, disabilities, ages, ethnicities, races, sexual orientations, and genders. Diversity of employees also includes personal and work history, education, functional ability, personality, lifestyle, socioeconomic status, geographic origin, longevity with the organization, degree-program matriculation, and level of employment within the organization;
- supporting admission to students regardless of gender, race, ethnic origin, age, disability, or sexual orientation; and
- offering educational support to all students as needed.

Diverse thought, leadership styles, and work environment: The University believes that diversity encompasses the way we work, the work environment, and respect for people and ideas. It also encompasses varying management styles and ways of thinking, leadership abilities, skill levels, experiences, viewpoints, expression of thoughts, and differing ways of delivering services, provided there is consistency in the values we share. By fostering an atmosphere of acceptance and support, we value and appreciate the strengths afforded by the differences, styles, ideas, and organizational contributions of each person. For it is through diversity that our institutional core values and mission can best be met.

Encouraging diverse ways to teach, to promote student cultural awareness, and to engage in scholarly pursuits: The University supports faculty who offer diverse clinical expertise and approaches to patient management as a way to promote health science professional curricula that allows graduates to work with a diverse client population. Efforts are made to support cultural competence throughout the curricula and meet expected student learning outcomes in this area. The University fosters diverse faculty and student scholarly endeavors that involve various clinical, patient management, health promotion, and education research topics, with careful attention to the safety, confidentiality, and privacy of all research subjects.

Diversity is inclusion. It stresses equal opportunity, recognizes and respects the multitude of differences that employees and students bring to our workplace and classrooms, and acknowledges the changing face of the community we serve. The affirmation of diversity and full cooperation by all managers, supervisors, employees, and students is expected.

Transfer Credit Policy—All Programs

Transfer of graduate credits previously earned from another accredited degree-granting institution is limited to 25% of the total number of academic credits for the degree. Transfer of credits within the University is determined on a case by case basis. Transfer credit will in most cases be approved for graduate coursework awarded by schools, colleges, or universities whose accrediting bodies have recognition from CHEA (Council for Higher Education Accreditation) and the U.S. Department of Education.

Transfer of Credits From Another Accredited Institution

Acceptance or rejection of transfer credits is subject to the following provisions:

- The course(s) should have been completed within 5 years* preceding admission to the program, but the applicant may petition to the Program Director for an exception to this time limit.

*Some programs may be more restrictive than others and will expect a maximum of 3 years preceding admission (see First Professional Division reenrollment timelines)

- The course should have been completed with a grade of B or better. Courses having a B- or below will not be transferred.
- The course must be listed on an official transcript sent directly to the Registrar by the issuing institution.
- Graduate-level courses taken at accredited institutions can be used for credit transfer provided that the coursework meets the corresponding requirements of the program and the course being substituted by transfer.
- The course number and name of the course requested for transfer should reflect the content of the course it is replacing. Additionally, if the course requested for transfer will replace an elective, the content should be closely aligned with that of the curriculum and its potential electives.
- Undergraduate work is not accepted for transfer.
- In general, credit can be transferred if the requested substitute course is at the same course level or lower than the course being substituted (i.e., 7000-level courses would transfer for a 7000-level course or 5000 or 6000 level). In cases where a course from a master's program is being requested for transfer into a doctoral program, consideration will be given to rigor and content and further documentation may be requested.
- Final approval for a transfer request is based upon review and authorization by the Program Director and will be based on assessment of whether a transfer of credit will allow the student to meet all program and course learning outcomes.
- If students are utilizing a variety of methods in transferring credits (from outside institutions, from another USAHS program, or from advanced standing), a maximum of 50% of the degree program total credits can be awarded. The remaining 50% of the total credits needs to be completed within the desired USAHS program.
- The Registrar is responsible for assuring consistency of transfer credit practice and procedure among the different campus locations.

The process for requesting transfer credits is as follows:

- The student completes a Transfer Credit Request Form, found on the MyUSA Students tab, and submits it to the Registrar. A course syllabus is required. It is the responsibility of the student to provide sufficient documentation to show equivalency to USAHS coursework.
- Requests for approval of transfer credits may be submitted within the first 4 months after acceptance into the program or at least 2 months before the start of classes for the trimester.
- The Program Director, in consultation with the appropriate course instructor(s), will review the transfer course syllabus to verify that its contents match those of the program's course, considering the nature, content, quality, appropriateness, and applicability of the credit earned. The Program Director will then notify the Registrar of the decision.
- The Registrar will notify the student if the request for transfer credit is approved and will post any transferred credit to the permanent academic record at that time.
- Students have a right to appeal the Program Director's decision to deny a course transfer. Such appeals will be forwarded to the Dean of the division who has final authority in the transfer determination.

Transfer of Credits From One USAHS Program to Another USAHS Program

Transfer of credits may take place from one USAHS program to another. Should a student wish to transfer credits from one program to another, the following guidelines will apply:

- Students may request transfer of credits from another program for up to 50% of the total credits in the program the credits will be applied toward.
- If electives are to be transferred, the Program Director will determine if those credits meet the program learning outcomes for the intended degree.
- Courses taught in a master's level program that include outcomes and assessment measures designed for the doctoral level may be considered for transfer into doctoral-level programs if they have been approved for such and according to Program Director approval.
- The Program Director, in conjunction with the Registrar, will give final approval to the transfer plan.

The process for requesting transfer credits is as follows:

- The student completes a Transfer Credit Request Form, found on the MyUSA Students tab, and submits it to the Registrar.
- Requests for approval of transfer credits should be submitted 2 months before the start of classes for the trimester.
- The Registrar will notify the student if the request for transfer credit is approved and will post any transferred credit to the permanent academic record at that time.

Grading System

Academic degree programs use a 4.0 scale to calculate GPAs. More information on the University's grading system is located in the Student Handbook.

| Letter Grade | Grading Scale | Quality Points |
|--------------|---------------|----------------|
| A | 90–100 | 4.0 |
| B+ | 85–89 | 3.5 |
| B | 80–84 | 3.0 |
| C+ | 75–79 | 2.5 |
| C | 70–74 | 2.0 |
| D+ | 65–69 | 1.5 |
| D | 60–64 | 1.0 |
| F | < 60 | 0.0 |

Credit and quality points are not included in GPA calculations for the following grades:

| | | | |
|----|------------|----|-------------------|
| AU | Audit | NG | No Grade Reported |
| F | Fail | P | Pass |
| I | Incomplete | W | Withdraw |

Please see the Student Handbook for the full Grading System policy and additional information.

Grade Changes

The course instructor or the Program Director may initiate grade changes. The grade change by instructor must first be submitted to the Program Director for initial approval. The Registrar's Office will post any approved grade change to the official academic record. More information on grade changes is located in the Student Handbook.

Repetition of Course

On occasion, a student may be required to repeat a course. Under such circumstances, the highest grade achieved is counted towards the cumulative GPA. More information on repetition of a course is located in the Student Handbook.

Compliance with University Regulations

The University of St. Augustine for Health Sciences seeks resolution of all issues through the process of reason and expects all members of the University community to be governed by this principle. However, should a student, faculty member, staff member, visitor, invited guest, or other licensee, acting individually or collectively, while on University property engage in violence, destruction of property, or any act that disrupts or interferes with the functioning of the University or disturbs the academic processes of the classroom, and ignore or refuse to comply with official directives to desist, the University shall eject said violator from the campus or other University property. In addition, the University may seek to impose such penalties as provided by law. Where circumstances require, the University of St. Augustine for Health Sciences may employ injunctive procedures or call upon civil authority to maintain order. University students, faculty, or staff engaged in such acts are subject to immediate suspension and a subsequent hearing, which may lead to expulsion or dismissal.

Complaints Policy

The University of St. Augustine is committed to providing a learning and working environment in which complaints are addressed fairly and resolved promptly. All complaints are taken seriously. The procedure for handling complaints encourages informal conciliation, facilitates early resolution, and maintains individual privacy and confidentiality.

This policy covers three general types of complaints:

- Student complaints
- Complaints from individuals outside the University
- Complaints from agencies outside the University

This policy *does not* cover complaints about incidents related to harassment. Complaints of this nature should be directed to the Director of Human Resources. Americans with Disabilities Act (ADA) discrimination complaints are also not covered under this policy and should be referred to the Director of Disability Services (see Student Handbook). Complaints regarding the sexual misconduct policy should be referred to the Title IV officer (see Student Handbook).

Student Complaints

- Types of Student Complaints
Students should utilize the following procedure for complaints about service, support, or assistance provided by academic, administrative, or support departments of the University. Student complaints include academic issues, such as instruction methodology, grading, testing, or assignments, or nonacademic matters, such as IT support, University services, facilities, policies, financial matters, etc. The following procedure *is not* for complaints regarding academic or professional misconduct appeals policies and procedures. Please refer to the Student Handbook for appeals processes.
- Confidentiality
All information submitted as part of a student complaint will be treated as confidential and will only be

available to the appropriate/involved parties. The student should also respect the need for confidentiality throughout the complaint process. A student who submits a complaint should be aware that complete confidentiality cannot always be guaranteed if effective action is to be taken. Where a complaint is in reference to a specific individual, the complaint cannot be investigated if the student does not wish the allegation to be made known to that individual. Anonymous complaints will not be considered.

- **Student Complaints Procedures**

A student should discuss his or her concerns with the person(s) who is directly responsible (course instructor, staff member, etc.) in order to resolve the issue. The initial party has 10 business days to address the issue. Depending on the severity of the issue, a written record may or may not be drafted and placed in the University's complaint record.

1. If the complaint cannot be resolved to the satisfaction of the student, the student should discuss the issue with his or her Program Director. The Program Director will consider the complaint and attempt to bring the issue to a satisfactory resolution within 10 business days
 - a. In certain situations, the Program Director may refer the complaint to an appropriate University committee. The respective committee will consider the complaint and provide a written recommendation to the Program Director.
 - b. The Program Director will consider the committee recommendation and notify the student in writing of the decision.
 - c. Written documentation regarding the resolution will be placed in the University's complaint file and maintained for 6 years.
2. After following the steps above, the student may submit a formal written complaint to the Grievance Committee.
 - a. The complaint will be investigated by the Grievance Committee and a written response will be provided to the student within 60 business days.
 - b. The original written complaint, a copy of the response, and a description of any actions taken as a result of the complaint will be maintained on file for 6 years past the student's last date of attendance.

Complaints From Individuals or Agencies Outside the University

Individuals or agencies from outside the University should address complaints about the University or a University program to the applicable Program Director, Dean, or the University President.

- **Complaints Procedure**

Complaints about a USAHS employee or student should be resolved by communicating directly with the individual or department head.

1. If a resolution is not possible at this level, a written complaint may be filed. Written complaints should be addressed to the Grievance Committee:

University of St. Augustine
Grievance Committee Chair
St. Augustine Florida Campus
1 University Blvd.
St. Augustine, FL 32086

All complaints will be fully investigated by the Grievance Committee and a written response will be provided to the complainant.

The original written complaint, a copy of the response, and a description of any actions taken as a result of the complaint will be maintained on file for 6 years following the date of the resolution.

Unresolved Complaints

If a complaint cannot be resolved after following the procedures above, the following agencies can be contacted directly. This information will be posted and kept current on the University website.

- WASC Senior College and University Commission
 - Complaints may be filed with the University's institutional accrediting body by contacting the WASC Senior College and University Commission (WSCUC) at <http://www.wascsenior.org/comments> and reviewing the Policy on Complaints and Third-Party Comments to ascertain the appropriate means to communicate comments and complaints.
- American Physical Therapy Association
 - Complaints about the Physical Therapy program can be submitted to CAPTE by requesting the Procedures for Handling Complaints About an Accredited or Developing Physical Therapy Program.
 - This document can be obtained by writing to CAPTE at 1111 N. Fairfax Street, Alexandria, VA 22314, by telephone 703-706-3245, or visit <http://www.capteonline.org/Complaints/>.
- American Occupational Therapy Association
 - Complaints about the Occupational Therapy program are handled as part of the Code of Conduct and Ethics Guidelines for AOTA.
 - For more information on this process please visit <http://www.aota.org/About-Occupational-Therapy/Ethics.aspx>.
- U.S. Department of Education
 - Complaints about discrimination based on race, color, national origin, sex, age, or disability are handled by the Office for Civil Rights.
 - For more information on this process please visit <http://www2.ed.gov/about/offices/list/ocr/complaintintro.html>.
- In California
 - A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling 888-370-7589 or by completing a complaint form at <http://www.bppe.ca.gov/enforcement/complaint.shtml>.
- In Florida
 - For information on the Commission for Independent Education's complaint process go to <http://www.fldoe.org/cie/complaint.asp>.
- In Texas
 - For more information on making a complaint to the Texas Higher Education Coordinating Board go to www.thecb.state.tx.us/studentcomplaints. Title 19 of the Texas Administrative Code, Sections 1.110-1.120 governs the rules for student complaints: [http://info.sos.state.tx.us/pls/pub/readtac\\$ext.ViewTAC?tac_view=5&ti=19&pt=1&ch=1&sch=E&rl=Y](http://info.sos.state.tx.us/pls/pub/readtac$ext.ViewTAC?tac_view=5&ti=19&pt=1&ch=1&sch=E&rl=Y).
- Additional States
 - The University of St. Augustine has taken the necessary steps to apply and/or receive authorization to deliver education, to market, and to affiliate with clinical education sites in all 50 states. For information on a specific state, or to file a complaint go to <http://www.usa.edu/p54-226-Complaints.aspx>.

Proper Conduct

Students are expected to conduct themselves in a professional manner, which upholds the integrity of their profession and the University. Further information is available in the Student Handbook.

Suspension or Dismissal

The University, through its faculty or appropriate committees, reserves the discretionary right to suspend or dismiss any student from the University for failure to maintain

- a satisfactory academic record, or
- acceptable personal and professional behavior.

Appeal Process

The student has the right to appeal to the appropriate University committee and, if applicable, to the President of the University, in the event of a decision to dismiss and/or suspend from the University.

First Professional Division Only

Advanced Course Standing by Examination

Based on previous academic coursework earned from another accredited degree granting institution or another program within the University and/or work experiences, a student may be granted advanced standing for a particular course after passing an examination on the contents of the course. The examination may be written or practical or both, and there is a cost associated with each exam. A maximum of 25% of the total number of credits for the degree may be granted for advanced standing. The granting of advance standing by examination is independent of the granting of transfer credit.

Approval for advanced course standing is subject to the following provisions:

- Documentation supporting the reason for requesting advanced course standing by examination.
 - Supporting documentation may include transcripts showing applicable courses for credit, course descriptions, syllabi, continuing education courses/seminar descriptions and proof of completion, and work experience.
- Passing a challenge examination to verify competency in the particular subject matter. A student has only one attempt per course to pass the challenge exam. If the student fails the exam, the student must take the course in its entirety. The passing grade will be the same as the passing grade stated in the syllabus for the course in which advance standing is being requested.

The process for requesting Advanced Course Standing by Examination is as follows:

- The student obtains a request form for Approval of Advanced Course Standing by Examination, found on the MyUSA portal Students tab, and submits it to the respective Program Director with appropriate documentation.
- Requests for approval of Advanced Course Standing by Examination must be submitted at least 2 months before the start of classes for the trimester.
- In consultation with course instructors, the Program Director will review the request. If approved, the Program Director will notify the Registrar and a test time and date will be set up for each challenge exam. If the Program Director with consultation of the course instructor(s) concludes that the student's previous coursework and experience are inadequate for passing the challenge exam, they may encourage the student not to seek advanced course standing or to take some type of remediation before taking the challenge exam.
- The Registrar will notify the student if the challenge exam has been passed and will post the course and its credits to the permanent academic record at that time.

Program Change Policy

All program change requests will be considered on an individual basis and are contingent upon space availability.

Incoming Students

Incoming (new) students who want to request change of their admission to another degree program must make a request in writing (e-mail is acceptable) to the Director of Admissions at least 6 weeks prior to the start of the trimester. To be considered, the student must have successfully completed all of the required prerequisites for the program to which he or she is requesting change. The Director of Admissions will notify the student via e-mail of the outcome of the request. Please note: The start and completion dates of students who transfer between degree programs may be extended.

First Term Students

Program Change Request forms must be submitted to the student's current Program Director by midterm of the first trimester. Change requests not received by the midterm deadline will be considered during the subsequent trimester. To be considered, the student must have successfully completed all of the required prerequisites for the program to which he or she is requesting change.

Second Term (and beyond) Students

Program Change Request forms must be submitted to the student's current Program Director by midterm of the current trimester.

Program Change Request Process for Current Students

In order to be considered for a program change, a student must:

- Be in good academic standing at the time of the request. Program change requests will not be considered from students who are currently remediating or retaking coursework, who are under review for appeal or professional misconduct, or who are on academic probation. Program change requests from students who are on approved leave of absence will be considered.
- Complete the Program Change Request Form located in the MyUSA portal Students tab.
- Submit the completed form to:
 1. His or her current Program Director
 2. The Program Director of the degree program to which the student is seeking change
 3. The Director of Admissions. The Director of Admissions will approve only if the student has successfully completed all of the required prerequisites for the program to which he or she is requesting change.
 4. Clinical Education
- Once the Program Change Request Form has been considered by all applicable administrators, the student will be notified of the outcome via e-mail by the University Registrar.
- Please note: **USAHS scholarships are not transferable from one program to another.**
- Changing programs may extend the degree completion date.

Dual Degree Option Students

Dual degree option students who elect not to return to the University to pursue the DPT portion of the program immediately after earning the MOT degree must submit a Program Withdrawal Form to the Registrar's Office by midterm of the last trimester of the MOT program.

Dual degree option students who want to complete the DPT portion of the program through the Flex DPT program must submit a Program Change Request Form to the Registrar's Office by midterm of the last trimester of the MOT program. This form is located on the myUSA portal, Students tab.

Reenrollment Timelines

A USAHS entry-level program graduate who decides to seek admission to another USAHS entry-level degree program **must enroll within 3 years of his or her graduation date** or he or she may be required to retake foundational (HSC) coursework and complete additional internship/fieldwork experiences. To be considered for admission to another entry-level degree program, a USAHS graduate must submit to the Student Services Office a completed application for admission; however, transcripts and GRE score reports do not need to be resubmitted with the new application.

Dual degree students who *delay* beginning the DPT portion of the program after receiving the MOT degree **must reenroll in the DPT program within 3 calendar years** or they may be required to complete additional foundational coursework and/or internships in order to complete the second degree. To reenroll a returning dual degree student must notify the Registrar in writing (e-mail is acceptable) of his or her intent to resume classes at least 6 weeks before the start of the trimester.

Transfer From Campus to Campus

Students who want to transfer to another campus location must submit a Transfer Request Form available on the MyUSA portal Students tab to their current Program Director by midterm of the trimester prior to the requested change. Such requests will be considered in an individual basis and are contingent on space availability. The student will be notified of the outcome of the transfer request via e-mail by the Registrar's Office. Please note: Program completion dates of students who transfer between campus locations may be extended.

Student Services

Off-Campus Housing

The University does not provide housing or have dormitory facilities under its control. All University students reside off campus, and the University has no responsibility to find or assist a student in finding housing. The Student Services Office makes available to new and current students general information about housing located near University facilities. Availability of housing located reasonably near the University's facilities varies.

Counseling Services

In partnership with ComPsych (a Student Assistance Program provider), the USAHS offers free counseling services and online resources whenever and wherever needed.

24/7 Confidential Support

Students (and members of the same household) may call **844-819-4777** toll free and be connected to free and confidential highly trained master's or doctoral-level clinician via phone. This licensed counselor can help with anxiety,

depression, stress, grief, relationship conflict, substance abuse, or any other personal issue the student may be experiencing. If needed, the counselor will also be able to refer the student to meet with an in-person counselor for up to three complimentary sessions.

Online Resources

Students and household members also have unlimited access to guidanceresources.com. Students will need to use "USAHS" as the Web ID to create a free account. This website provides information, tools, and support on a wide variety of subjects including wellness, legal, financial, and relationship topics. Students can view articles, podcasts, videos, or slideshows and can "Ask the Expert" to receive personal responses to questions.

Veterans' Benefits

St. Augustine, Florida, Campus – The first professional, transitional Physical and Occupational Therapy degrees, Doctor of Health Science, and Doctor of Education degree programs are approved by the State Approving Office for training of veterans and other eligible persons. Questions regarding benefits, enrollment certification, etc., should be directed to the certifying officer in the Financial Aid Office on the St. Augustine, Florida, campus.

San Marcos, California, Campus – The first professional Physical Therapy and Occupational Therapy degree programs are approved by the California Approving Office for training of veterans and other eligible persons. Questions regarding benefits, enrollment certification, etc., should be directed to the certifying officer in the Financial Aid Office on the San Marcos, California, campus.

Austin, Texas, Campus – The first professional Physical Therapy program is approved by the Texas Approving Office for training of veterans and other eligible persons. Questions regarding benefits, enrollment certification, etc., should be directed to the certifying officer on the Austin, Texas, campus.

Miami, Florida, Campus – The Miami, Florida, campus is not approved for veterans' benefits at this time.

International Student Services

Students attending the University on a student visa are assisted with immigration and naturalization services issues by the designated school official located in the Registrar's Office.

Assistance for Students With Disabilities

In accordance with the Americans with Disabilities Act (ADA), the University of St. Augustine for Health Sciences is dedicated to providing reasonable accommodations to any student with a disability. The University has developed a list of essential functions that a student must possess in order to successfully complete the Occupational Therapy and Physical Therapy programs. This list is provided to prospective students as part of the application packet and to newly admitted students as part of the acceptance process. Each student must endorse that he or she has reviewed and understands the list of essential functions. If a student feels he or she is unable to meet any of these essential functions, a request for accommodations must be made to the Director of Disability Services. To request reasonable accommodations, a student must complete the Reasonable Accommodation Request Form available through the MyUSA portal Admissions tab. New first professional full-time and flex students receive this form along with instructions for making a request once they have submitted their tuition deposits.

Students should submit the completed form and appropriate documentation to the Director of Disability Services no later than the first Friday after classes begin so that approved accommodations may be put in place as early as possible. A delay in submitting the request may result in not having approved accommodations for the first assignments/test of

the term. The Director will review the request and inform the student in writing of the decision. The student will be asked to sign a form indicating his or her understanding and agreement with the accommodations. It is the student's responsibility to notify his or her instructors of the approved accommodations according to the directions that will be provided.

Faculty are to adhere to the accommodations as listed and are encouraged to seek clarification from the Director of Disability Services should there be a question about an accommodation. Should a student request something different than what is approved, the faculty member, advisor, and/or Program Director should inform the student that only the approved accommodations will be provided. Should the student wish to alter the accommodation, he or she must make a request for changes in accommodations to the Director of Disability Services; the form is available through the MyUSA portal Admissions tab.

Students with a disability should expect to maintain the standards that apply to all University students and request only the accommodations approved by this process. Any discrepancy encountered by the student or faculty in the written accommodation plan should be brought to the Director of Disability Services for review and action. Student progress may be reviewed as to his or her ability to perform safely and appropriately in a clinical situation. Students will be advised in writing of concerns regarding clinical performance.

Placement Services

The University of St. Augustine for Health Sciences does not guarantee employment. Completion of the degree program is not a guarantee of employment. The University provides students with job postings located on the MyUSA portal, first professional program students are required to participate in résumé writing and interviewing skills as part of their coursework. The University holds on-campus job fairs twice a year, supplies a career guide to students before each job fair, and provides students with information on recruiting services.

Advisors

Academic Advisors

The University of St. Augustine for Health Sciences is committed to student success. With this in mind students are connected to an Academic Advisor. An Academic Advisor is available to support students in many ways during the days leading up to the first class and throughout the duration of the academic program.

Academic Advisors provide concierge support and help students navigate through the University. They assist students in completing required forms, understanding USAHS policies and procedures, adjusting schedules, and much more. Academic Advisors also have access to resources that can assist students with study strategies, time and stress management techniques, and organizational tips.

Academic Advisors partner with students to help them achieve their academic and professional goals and will check up on students from time to time just to see how they are progressing. Academic Advisors are on the front lines of student service and are always willing to answer questions and provide support.

Faculty Advisors

A Faculty Advisor will be appointed for each student. This advisor will serve in two capacities. The first is to advise the student on academic matters, and the second is to assist in professional development. Should a student wish to change advisors, he or she should meet with his or her respective Program Director.

Programs by Division

Division of First Professional Studies

General

The Division of First Professional Studies offers first professional degrees in occupational therapy and physical therapy. The curricula mirror the University's philosophy that the future professionals in these career fields should be educated in an interprofessional environment to the extent possible. The intent of this philosophy is for graduates in these majors to gain an understanding and appreciation of each other's scope of practice.

We strive to offer the highest quality online courses and classroom instruction while taking pride in making the entire educational experience accessible and interactive for students. The blended learning approach allows students to have a vast range of learning techniques at their fingertips. All online courses were developed with an in-depth understanding of the educational needs of students—how they will best retain the information provided to them and the ease of accessibility to key University support services and staff to offer assistance along the way. Lab classes are taught in a hands-on setting, while some portions of the course content are presented through a variety of interactive distance activities and augmented by in-class discussions. Clinical internships and fieldwork experiences occur at sites located in the United States and, on a limited basis, internationally.

The following policies apply to the first professional programs. Please refer to the Student Handbook for the policies pertaining to the Master of Health Administration, Master of Health Science, Master of Nursing, Post Professional Doctor of Occupational Therapy, the transitional Doctor of Physical Therapy, and Doctor of Education degree programs.

Admission

Applicants for the first professional programs must have completed a baccalaureate degree from an accredited institution before entering the program. Applicants may apply while still enrolled in an undergraduate degree program and may be admitted contingent upon successful completion of that degree. Applicants who have already completed the baccalaureate degree, but lack the required program prerequisites, may apply and potentially be admitted contingent upon successful completion of the prerequisites prior to enrollment.

Admission Requirements

- A baccalaureate degree or equivalent from an accredited college or university
- A minimum GPA of 3.0 calculated on the program prerequisites is recommended
- A minimum GRE score of 294 (verbal and quantitative sections combined) is recommended

Note: In addition to these requirements, the Admissions Committee will consider all submitted supporting documentation as outlined below. Applicants with a felony conviction will not be admitted to a first professional degree program.

Supplemental Supporting Documentation*

In addition to the application, official transcripts, and GRE scores outlined in the general admission to graduate study, the following supporting documentation is required:

- List of required prerequisite coursework in basic sciences and social sciences and the dates each course was or is to be completed for each respective program is required. Basic science prerequisites completed more than 5 years prior to admission are subject to validation. Applicants may petition the Admissions Office to

substitute a similar course or group of courses for a prerequisite. The petition should include the course description. Approval for substitution depends on course level and content as compared to the prerequisite course. The Admissions Office, in collaboration with the respective Program Director, will determine if the substitution is approved or denied and notify the applicant of the decision.

- Two reference checklists are required. Two references should be provided from therapists, respective to the program for which admission is sought, preferred or one therapist and one faculty member or academic advisor.
- Statement of purpose
- Documentation of required observation hours, if required by the program
- Current résumé
- A comprehensive background check requiring fingerprints and drug screen will be administered during the admissions process.

International Students Applying for Admission

The University of St. Augustine for Health Sciences does not offer English language services, including instruction. All instruction at the University is conducted in English.

Additional requirements for international or foreign-educated students and students whose native language is not English are as follows:

- Applicants who completed their education outside the United States must also provide an academic credentialing evaluation from an agency recognized by the National Association of Credential Evaluation Services (NACES) that provides evidence that the degree earned is equivalent to a bachelor's degree from an accredited institution in the United States.
- Additional requirements for domestic, international, foreign-educated students: International applicant from a country where English is not the primary language and who did not complete their undergraduate degree in English, or if deemed necessary by the Director of Admissions must provide an official TOEFL score report. The minimum internet-based TOEFL score requirement is 89 (including sectional minimums of 26 in speaking, 24 in writing, 21 in reading, and 18 in listening). The TOEFL may be required at the discretion of the University.

Application Due Dates

Applications and required supporting documentation should be submitted by the due date outlined below for priority processing:

- January (Spring Term) **June 15th**
- May (Summer Term) **August 15th**
- September (Fall Term) **October 15th**

Applications received after these due dates will be considered on a space-available basis.

Interviews

The Admissions Committees evaluate applicants and issues invitations to selected qualified candidates to participate in an information exchange and interview session on campus. Qualified applicants have provided evidence of academic, professional, and/or personal achievement and promise. The personal interview provides additional information used by the Admissions Committees to determine the final admission status of these applicants.

Academic Policies and Procedures

Credit Hour Policy

Definition of Credit Hour

It is the policy of the University of St. Augustine for Health Sciences to establish credit hour definitions and policies for calculation. Guidelines by the Department of Education and WSCUC suggest that a school measures credit hours in terms of the amount of time in which a student is engaged in academic activity. A credit hour should be defined as an *amount of work represented in intended learning outcomes and verified by evidence of student achievement* that is an institutionally established equivalency and reasonably approximates the following criteria:

1. One hour of classroom or direct faculty instruction or student engagement and a minimum of *two hours of out of class student work (preparation) each week for approximately 15 weeks for 1 semester or trimester of credit*, or at least an equivalent amount of work over a different amount of time. [Note: For example, a two credit hour course over a 15-week term would require at least 30 hours of direct academic engagement (2 hours/week) and 60 hours of student preparation time (4 hours/week) for the average student. If this same course was offered over 8 weeks, the same number of hours would be required for the term, but the weekly hours would change to 4 hours/week of academic engagement and 8 hours/week of out of class (preparation) work.
2. Formal laboratory instruction is also direct faculty instruction and equates to 2–3 contact hours per week per credit over a 15 week term, with documentation maintained on lab experiences and supported by the course outline/syllabi.
3. When determining online and/or face-to-face academic engagement time (excluding student preparation time), the courses should fall within certain allowable contact hours over the semester according to the number of credit hours. Courses with labs will have larger contact hours than non-lab courses.
4. An equivalent amount of work (measured in contact hours) for other academic activities established by the institution including laboratory work, internships, practice, and other academic work leading to the award of credit hours.
5. Fieldwork/Internships are calculated at 45 hours = 1 credit hour.
Per the above, the University of St. Augustine for Health Sciences further defines "other academic activities" as practice of lab techniques (usually a range of 2–3 contact hours per credit), practicum, shadowing, studying, reading, preparing for assignments, group work, service learning, or other academic activities related to a specific course.
 - An institution should be able to demonstrate its measurements of time allocated for learning experiences and that the learning outcomes are accomplished.
 - Review of course credit content will be performed on a regular basis by way of student course evaluations, time studies within a course and curriculum, annual reports, and programmatic reviews.
 - All new courses should be reviewed for the above as part of the curriculum review process.
 - All courses should have a descriptive table of how contact hours are spent in both instruction and academic activities in the course syllabus.
 - Certain types of courses cannot and will not be measured in this manner, primarily due to the subjective nature of personal study/work time of each student. These types of courses include exit exams, practicum, fieldwork, clinical rotation, clinical integration, independent study, directed reading, capstone courses, products demonstrating excellence, and dissertation.

Campus Location Change

Students who want to change to another campus location must submit a Campus Location Change Request Form (available on the MyUSA portal Students tab) to their current Program Director by midterm of the trimester prior to the

requested change. Such requests will be considered on an individual basis and are contingent on space availability. The student will be notified of the outcome of the location change request via e-mail by the Registrar's Office. Please note: Program completion dates of students who change campus locations may be extended.

Academic Progression, Satisfactory Academic Progress (SAP)

The maximum time frames for students to complete their respective programs' graduation requirements are as follows:

- Full-time DPT students have a maximum time frame of 12 trimesters
- Reduced credit load DPT students have a maximum time frame of 16 trimesters
- Flex DPT students have a maximum of 18 trimesters
- Full-time MOT students have a maximum time frame of 9 trimesters
- Reduced credit load MOT students have a maximum time frame of 12 trimesters
- Flex MOT students have a maximum time frame of 14 trimesters
- Full-time OTD students have a maximum time frame of 14 trimesters
- Reduced credit load OTD students have a maximum time frame of 13 trimesters
- Dual degree option students have a maximum time frame of 15 trimesters

The role of the Academic Progression and Retention Committee (APRC), in conjunction with the Student Services Office, is to monitor each student's academic progress throughout the curriculum. Grades from each faculty member are submitted to the APRC at midterm for their review. At the end of each trimester, grades are submitted to the Registrar. The Registrar will notify students who are placed on probation or are dismissed from the respective academic program of their status. The student's advisor and the respective Program Director are also notified.

Good Academic Standing Status

Prior to completion of 59 credits for OT and 61 credits for PT, it is expected that a student will meet the following minimum criteria:

- Complete at least 75% of all credits attempted each trimester
- At the completion of the first trimester (or 17 credit hours for OT and PT) have a GPA of 2.0
- At the completion of the second trimester (or 38 credit hours for OT and PT) have a GPA of 2.3

The University requires that all students enrolled in the first professional programs have a 2.5 GPA after the completion of the third (full-time) trimester or (59 credits for OT and 61 credits for PT) in the academic curriculum to continue in the respective program. *If a student does not achieve this cumulative GPA he or she is dismissed from the program.*

Academic Progression Warning

An e-mailed letter of academic concern will be issued to any student whose grade in any class at midterm is below a C level. The intent of the concern letter is to notify the student of less than satisfactory academic progress and the potential for course failure. A student receiving an academic concern letter at midterm must contact the instructor(s) by phone or e-mail or meet with the instructor(s) for the course(s) within 1 week of receipt of the concern letter. The student and course instructor(s) will discuss the student's performance, and the student will develop a plan, approved by the instructor, to improve future performance. The student must then notify his or her advisor of the plan. If a student does not contact his or her course instructor, a note will be placed in the student's academic file noting the failure to comply with this policy.

An Academic Warning will be given to any student who is not in good academic standing at the conclusion of any trimester. The intent of the Academic Warning is to notify the student of less than satisfactory academic progress. A student receiving an Academic Warning at the end of the trimester must contact his or her advisor during the first week of the subsequent trimester and develop a plan, approved by the student's advisor, to improve future performance.

Academic Progression Probation

A student who makes a grade below a C in any course will be placed on Academic Probation and must undergo remediation and repeat the course for credit. Such students will be made aware in writing that they are at risk for failure to complete the program.

- A student who is no longer in good academic standing must meet with the instructor and his or her Faculty Advisor to develop a plan for remediation and monitoring. The plan may allow them to take additional coursework with the approval of the Program Director.
- The student must receive a grade of C or better to progress academically.
- If the student receives a grade of C or better, the student will be taken off Academic Probation.
- If the student receives a grade below C when retaking a course, the student will be dismissed.

Any student who is on probation may not participate in any work-study program unless approved by the Program Director. Students placed on probation are at risk of not graduating from the University and not passing the national board exams.

Any student who does not successfully complete the coursework necessary to exit probation may be at risk of being denied federal financial aid due to not maintaining satisfactory academic progress.

Dismissal and Academic Progression Appeals

A student will be dismissed if

- an F is received in any course (a student receiving a failing grade during fieldwork/internship is also subject to this policy);
- two grades of D are received;
- or
- after the completion of 52 credits for OT and 55 credits for PT, the student has a GPA below 2.5.

The Registrar notifies the APRC and the Program Director of any students who are being recommended for academic dismissal. The student will be notified of his or her dismissal by the Registrar.

A student may appeal the dismissal to the Academic Appeals Committee (AAC), who will make a recommendation to the Program Director. If an appeal is successful, a readmission agreement between the student and the Program Director (or Dean) is made to document any conditions for the student's continuation at the University. Readmission agreements can only be appealed if there are mitigating circumstances, and such appeals can only be made to the University President or designee. Please note: A student who is readmitted upon appeal must reapply to the Director of Disability Services for any reasonable accommodations that may have been previously granted.

When a student is suspended for Academic Probation or for professional misconduct, he or she will turn in his or her student ID badge to the Registrar's Office and remain off campus. The dismissed student may visit campus by appointment with the academic advisor or Registrar and, when on campus, restrict activities to that appointment.

Academic Evaluation and Right of Appeal

All students must sign an Acknowledgement of Appeals Procedure Form as part of the orientation process. An Acknowledgement of Appeals Procedure Form can be found on the MyUSA portal Admissions tab.

The responsibility for academic evaluation will rest with the instructor. For minor appeal issues, which are decisions that would not result in probation or dismissal, the student appeals to the faculty member involved in the particular issue. If the student is not satisfied with the faculty member's resolution of the issue, the student has the right to appeal the issue in writing to the Program Director within 3 business days of the instructor's decision. The Program Director then has 5 business days to research the issue and render a decision.

If the student is not satisfied with the Program Director's response, the student can appeal the issue to the President or designee in writing within 5 business days after the Program Director's response. After hearing the issue, the President has 2 business days to either render a verdict on the issue, or redirect the issue at that point to the Appeals Committee.

Any student who has been dismissed may formally appeal this decision in writing to the Registrar with a copy to the respective Program Director within 2 business days from receipt of the notification. If the student does not meet the stated deadline, the appeal may not be considered. In extenuating circumstances, the student may request an extension from his or her respective Program Director or designee (i.e., Registrar); however, this request must be made within the above stated deadline.

Appeal letters should address

- the rationale behind the appeal and why the student believes the appeal is warranted, and
- future circumstances that will enable the student to rectify previous poor academic performance.

The Registrar will forward the student's appeal to the AAC within 2 business days. After discussion between the AAC and the Program Director, a decision is rendered. The Program Director will convey the AAC's decision to the student and the Registrar.

The AAC will meet six scheduled times per calendar year (See Academic Calendar). These meetings will convene 2 days prior to the first day of classes of each trimester and at midterm of each trimester. Procedures for the meetings are as follows:

Prior to Trimester Meetings: The AAC will convene within 2 days prior to the first day of classes of the next trimester or at the earliest convenience for both the student and the committee members. The student must appear personally before the AAC at its convenience. A written recommendation will be given to the Program Director within 2 business days of adjourning the meeting with the student.

Academic Progression During the Appeals Process: The first professional student will be allowed to attend scheduled classes throughout the entire appeal process.

In the best interest of the student and clinical site, a student will not be allowed to progress to a clinical education experience when appealing a University dismissal. If the appeals process upholds the dismissal, the student will be dismissed from the university. If the appeals process reverses the dismissal from the university, the student will be placed on a readmittance contract and be required to remediate to meet all course requirements before entering a clinical education experience.

Midterm Meetings: The AAC will convene on or about midterm of each trimester or at the earliest convenient time for both the committee and the student. The student must appear personally before AAC. The AAC will give a written decision to the Program Director within 2 business days of adjourning the meeting with the student.

In the event of extenuating circumstances, if a student is unable to meet at the University's designated AAC meeting times, the student may request an alternate meeting time. This request must be submitted to the chair of the AAC in writing with detailed rationale supporting the student's need for an alternate time.

Students geographically distant from the University of St. Augustine campus may be allowed to appear before the AAC via phone conference solely at the discretion of the AAC.

Should the student not agree to the decision of the AAC, the student has the right of an appeal to the President or an appointed designee. The appeal must be submitted, in writing, within 5 business days to the President. Upon request, the President or designee will review pertinent records, at his or her discretion, including a review of the process to ensure that it was correctly followed, and may meet with the AAC and the student. The President or designee will follow the process as established in the Student Handbook and ensure that the process is followed. If the final decision by the President results in dismissal, the student will no longer be permitted to remain in any courses.

Dismissal policies will be implemented as fairly and equitably as possible considering all extenuating circumstances.

Once a final appeals decision on academic dismissal has been rendered, the student does not have access to the appeals process for this same issue again.

Degree Completion

Acceptance into the University and payment of tuition (on a trimester - trimester-basis) is not a contract assuring that the student will graduate with the degree for which he or she applied. Graduation will depend on satisfactory GPA, professional conduct, issues of safety, and the satisfactory completion of clinical internship/fieldwork experiences and exit exams (where applicable). Students in the first professional DPT program must also complete the courses in their final trimester in order to participate in the commencement ceremony. The Student Handbook and the course syllabi detail what is considered satisfactory.

Continuing Education Policies

Students will *not* be excused from scheduled classes, internships, or fieldwork to attend Continuing Education courses.

Tuition and Fees Policies

The University has established specific policies, procedures, and guidelines defining its relationship with its students. These are outlined in the Enrollment Agreement that is included in each admission acceptance packet. Each student is required to submit a signed copy of the Enrollment Agreement to the Student Services Office as part of the acceptance acknowledgement process. As a prospective student, you are encouraged to review this Catalog prior to signing the Enrollment Agreement. For our California campus students are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing the Enrollment Agreement.

Tuition

Refer to program-specific tuition and fees information in the previous Financial Information section. Student fees, textbooks, professional fees, health insurance, travel to and from clinical training sites, as well as meals and lodging costs, supplies, and lab wear, are not included in tuition and will be extra. These extra additional school expenses are expected to be approximately \$5,000–\$7,000 for each program; these costs are subject to change. Please refer to the program cost-of-attendance sheets located on the University's website.

Candidates are required to submit a \$500 deposit within 30 days of acceptance into a program. This deposit is deducted from the first trimester tuition balance. The remaining balance is due on registration day. Any excess loan proceeds (beyond the first trimester tuition and fees) will be refunded to the student according to the student disbursement schedule.

After the first trimester, any tuition balance not paid at the time of trimester registration will receive a 10% late penalty and both tuition and late penalty must be paid in full no later than the close of business on the last day of the week in

which classes begin. Students will be removed from class after this point if not paid in full. The only exception is students whose financial aid has been delayed through no fault of their own.

Notice of Cancellation

Cancellation Policy—Texas Campus

A full refund will be made to any student who cancels the enrollment contract within 72 hours (until midnight of the third day excluding Saturdays, Sundays, and legal holidays) after the enrollment contract is signed. A full refund will also be made to any student who cancels enrollment within the student's first 3 scheduled class days, except that the school may retain not more than \$100.00 in any administrative fees charged, as well as items of extra expense that are necessary for the portion of the program attended and stated separately on the Enrollment Agreement.

Students Right to Cancel—California Campus

Students at the California campus may cancel their Enrollment Agreement for school and obtain a refund of charges paid through attendance at the first class session or the seventh day after enrollment, whichever is later.

Cancellation Policy—Florida Campus

Students must notify the University in writing of cancellation. All monies paid by an applicant other than books, supplies, materials, and kits that are not returnable from use are refunded if cancellation occurs within 1 week (7 days) after signing the University's Enrollment Agreement and making an initial payment. If cancellation occurs after 1 week (7 days) from the signing of the University's Enrollment Agreement, all application and registration fees in excess of \$100.00 are refunded to the student.

Tuition Refund Policy

Cancellation and Tuition Refund Policy

University of Saint Augustine for Health Sciences institutional refund policy has been established in accordance with current state and federal regulations and applicable accrediting standards. A refund to the student or fund source may result from the application of the University's institutional refund policy.

Notice of Cancellation

Students must notify the University in writing of cancellation.

\$500 Deposit Refund Policy First Professional Programs

Refund of Tuition Deposit for Withdrawal Within the First Seven Days: If notification of withdrawal from the University is submitted within seven days of submission of the tuition deposit, a full refund of the tuition deposit will be returned to the student.

Refund of Tuition Deposit for Withdrawal After the First Seven Days But Before the Start of the Trimester: If notification of withdrawal from the University is submitted after seven days of submission of the tuition deposit up to the start of the trimester courses, a partial refund of \$400 (the University retains \$100 as an admissions fee) will be returned to the student.

Tuition Refund Policy First Professional Programs

The University of Saint Augustine for Health Sciences has an established add/drop period that is the first week (7 days) of each semester. All tuition and fees will be refunded to students or to student loans who withdraw from a program or a course within the add/drop period.

If a student withdraws from the program or a course after the add/drop period but prior to completion, the student may be eligible for a tuition refund in accordance with the following policy:

Withdrawing from a Program - Refund of Tuition after the Start of Trimester Courses: For students who withdraw from ALL classes during days 1-7 of the trimester (Add/Drop period), 100% of tuition/fees will be refunded to the student and/or to the loan. For students who withdraw from ALL classes after day 7 but before 60% of the term has elapsed, USAHS will calculate the refund using a percentage formula and return the refund to the student and/or to the loan. If more than 60% of the term has elapsed, there will be no refund.

Withdrawing from a Course - Students withdrawing from 1 or more course(s), but not the program, will have their refund calculated under the same percentage formula as those withdrawing from a program.

Step 1: Determine the percentage of the enrollment period the student attended before withdrawing (days attended divided by total days in the period). If over 60%, then no refund is due.

Step 2: Determine the amount of tuition earned by school by multiplying the total tuition/fee charged by the percentage of time enrolled.

Step 3: Compare the amount of tuition earned by school to the amount received by the school. If more funds were received by the school than tuition earned by school, determine the amount of funds that must be returned by subtracting the tuition earned by school amount from the amount received by the school.

Step 4: Distribute this calculated amount as a refund to the student or to student loan.

Refunds are made within 30 days of the date the University determines that the student has withdrawn.

For students who receive federal financial aid who withdraw (including transfers and leaves of absence) from ALL classes on or before 60% of the term has elapsed, a portion of your tuition will be returned to the lender. Please see the University's R2T4 policy for further information.

Tuition Refund Policy for Maryland Residents

For students residing in Maryland, USAHS complies with the state of Maryland's refund policy. This policy will supersede USAHS' refund policy, unless USAHS' policy is more beneficial for the Maryland student. The minimum refund that USAHS shall pay to a Maryland student who withdraws or is terminated after completing only a portion of a course, program, or term within the applicable billing period is as follows:

| Proportion of Total Course, Program, or Term Completed as of Date of Withdrawal or Termination | Tuition Refund |
|--|----------------|
| Less than 10% | 90% Refund |
| 10% up to but not including 20% | 80% refund |

| | |
|---------------------------------|------------|
| 20% up to but not including 30% | 60% refund |
| 30% up to but not including 40% | 40% refund |
| 40% up to and including 60% | 20% refund |
| More than 60% | No refund |

Leave Policies

Emergency Leave

A student may be granted up to 2 weeks of emergency leave by the Program Director. After this time the student can return to classes but is responsible for the material covered in all classes during the leave time. If the emergency leave extends beyond 2 weeks, the student will be required to take a leave of absence (see below). Under such circumstances, the student's tuition will be applied to the following trimester.

Leave of Absence

To request a leave of absence, a student must complete a Leave of Absence Request Form (on the MyUSA portal Students tab) and forward it to the Program Director for approval.

- An approved leave of absence is restricted to a cumulative total time of 3 trimesters. Leave may be taken for 1 trimester at a time or for an entire calendar year but not more than a total of 1 calendar year. Leave taken at any time during a trimester is considered as an entire trimester of leave and students must retake the entire trimester of coursework. A year-long leave begins from the date of the beginning of the trimester of the leave of absence. A student must notify the Registrar of his or her intention to return to the program at least 30 days before the start of the term.
- Scholarship students who are granted an approved leave of absence for academic reasons forfeit any scholarship funds upon their return. For scholarship students who are granted an approved leave of absence for medical reasons, the scholarship will be suspended and will resume upon their return from the leave of absence.
- Currently enrolled students who are granted an approved leave of absence will be refunded any tuition due based on the University refund policy.
- If a student is approved for a leave of absence within 2 months of the beginning of a term, a credit in the amount of tuition paid for that trimester less any refunds will be applied to his or her account and available for use up to 1 year from the date of leave of absence. This credit is forfeited after 1 year.
- Students should be aware that any leave from the institution may have a financial aid impact and should consult with the Financial Aid Office. In compliance with federal regulations, for federal financial aid purposes, a leave of absence is treated the same as a withdrawal. If you are considering taking a leave of absence, please be aware of the following:
 - In accordance with financial aid regulations, a leave of absence cannot exceed 180 days. If your leave of absence exceeds 180 days your loan will go into repayment status.
 - You must make a written request to be granted a leave of absence.
 - You will be required to complete exit counseling prior to beginning an approved leave of absence.
 - It will be necessary to reapply for loans upon return to school.
 - You must notify the Financial Aid Office upon your return to school, so that your lender, guaranty agency, and National Student Loan Data System, (NSLDS) can be notified.

- The University reserves the right to reassess the "Essential Functions for Occupational Therapy and Physical Therapy" of any student returning from any leave of absence and to decline or conditionally approve his or her resumption of classes if he or she is unable to meet the essential functions with reasonable accommodations.
- Upon returning from a leave of absence, a student who has been receiving reasonable accommodations must reapply to the Director of Disability Services to have accommodations reinstated.
- If a leave is greater than 1 year, a student is no longer considered enrolled and must re-apply as a prospective student to the University.

Termination of Enrollment—Austin Campus

The school shall terminate the enrollment of a student who accumulates the lesser of the following amounts of absences:

1. More than 10 consecutive school days
2. More than 20% of the total course time hours in a program with course time of more than 200 hours
3. More than 25% of the total course time hours in a program or individual class with course time of 41 to 200 hours
4. More than 25% of the total course time hours for seminars, individual classes, or programs with course time of 40 hours or less
5. Any number of days if the student fails to return as scheduled from an approved leave of absence

Audit Policy

Auditing of a class is permitted, if space permits, with approval of the Program Director and course instructor. Auditing of a class requires payment of full tuition for that course. The student who is auditing may not take the practical or written exams in that course.

Master

Occupational Therapy, MOT

Occupational therapy is a health and rehabilitation profession. Occupational therapists provide services to individuals of all ages who have physical, developmental, emotional, and/or social deficits. Occupational therapists practice in public and private schools, rehabilitation centers, hospitals, hand therapy clinics, home health agencies, and in private practice.

Mission Statement

The mission of the University's MOT program is to graduate a diverse population of practitioners who have the skills necessary to analyze human occupation and to implement science-driven and evidence-based interventions that promote quality of life for the clients whom they serve. The graduates will contribute to their profession and to a global society through their competence, ethical standards, and professionalism.

Program Learning Outcomes

Upon completion of the MOT program, graduates will demonstrate the ability to

- exhibit the skills of a professional occupational therapist through a commitment to lifelong learning,
- advocate for the profession of occupational therapy while collaborating with other members of a health care team,
- practice clinical reasoning skills based on foundational knowledge and professional skills in order to provide optimal interventions for client problems in varied settings,
- ensure optimal and culturally competent verbal and written communication of occupational therapy services,
- implement principles of ethical and professional behavior in the delivery of occupational therapy services,
- use effective leadership skills to advance the role of occupational therapy, and
- evaluate evidence-based information by accessing resources and interpreting information for competent interventions.

Program Prerequisites

Required prerequisite coursework (must be completed with a grade of C or better) is as follows:

- 3 credits of general college physics, kinesiology, or physical science
- 3 credits of general college biology
- 6 credits of anatomy and physiology
- 3 credits of human development across the lifespan
- 1 credit of medical terminology
- 12 credits of social sciences (e.g., psychology, sociology, anthropology, abnormal psychology)
- Unless candidates have current work experience in a health sciences field, it is recommended that their prerequisites be no more than 5 years old-especially anatomy and physiology.

Note: Prerequisite substitutions can be considered with the approval of the Program Director.

Delivery of Coursework

The MOT program is 93 credits, and is offered on a full-time basis over 6 trimesters. Coursework is provided in a blended learning format. This is a combination of an online learning component with classroom instruction. Lab classes are taught in a hands-on setting, while some portions of the course content are presented through a variety of interactive online activities and augmented by in-class discussions, patient interactions, and simulation. This learning style allows students to have a vast range of learning techniques at their fingertips.

Note: MOT students must complete all Level II fieldwork within 24 months following completion of academic preparation.

For further information about accreditation contact Accreditation Council for Occupational Therapy Education (ACOTE), 4720 Montgomery Lane, Bethesda, MD 20824-1220, Telephone 301-652-2682.

Curriculum

Delivery of Coursework

The MOT program is 93 credits, and is offered on a full-time basis over 6 trimesters. Coursework is provided in a blended learning format. This is a combination of an online learning component with classroom instruction. Lab classes are taught in a hands-on setting, while some portions of the course content are presented through a variety of interactive

online activities and augmented by in-class discussions, patient interactions, and simulation. This learning style allows students to have a vast range of learning techniques at their fingertips.

Note: MOT students must complete all Level II fieldwork within 24 months following completion of academic preparation.

For further information about accreditation contact Accreditation Council for Occupational Therapy Education (ACOTE), 4720 Montgomery Lane, Bethesda, MD 20824-1220, Telephone 301-652-2682.

Trimester I

- HSC 5130C - Patient/Client Care Management I **Hours: 3**
- HSC 5135 - Evidence-Informed Practice I **Hours: 2**
- OCT 5135C - Anatomy Applied to Occupation **Hours: 5**
- OCT 5140 - Domains of OT **Hours: 4**
- OCT 5145 - Occupational Engagement and Theories of Practice **Hours: 3**

Total Hours 17

Trimester II

- HSC 5310C - Clinical Neuroscience **Hours: 4**
- OCT 5210 - Scholarly Design **Hours: 2**
- OCT 5215C - Human Movement for Occupational Performance **Hours: 4**
- OCT 5225C - Process of Occupational Therapy **Hours: 4**
- OCT 5230 - Conditions Impacting Occupational Performance **Hours: 4**

Total Hours 18

Trimester III

- HSC 5665 - Wellness and Health Promotion **Hours: 3**
- OCT 5330C - OT Methods I: Assistive Technology **Hours: 3**
- OCT 5335C - Clinical Applications of OT in Psychosocial and Community Settings **Hours: 5**
- OCT 5340 - Scholarly Implementation **Hours: 2**
- OCT 5355C - Clinical Applications of OT in Pediatrics/Adolescence **Hours: 5**

Total Hours 18

Trimester IV

- HSC 5670 - Administration and Management in Rehabilitation Services **Hours: 3**
- OCT 5410C - Clinical Applications in Adulthood **Hours: 5**
- OCT 5425C - Clinical Applications in Geriatrics **Hours: 5**
- OCT 5430 - Scholarly Dissemination **Hours: 2**
- OCT 5445C - OT Methods II: Orthotics, Prosthetics, and Modalities **Hours: 3**

Total Hours 18

Trimester V

- OCT 5550 - Fieldwork IIA **Hours: 11**

Total Hours 11

Trimester VI

- OCT 5660 - Fieldwork IIB **Hours: 11**

Total Hours 11

Occupational Therapy, Flex MOT

Occupational therapy is a health and rehabilitation profession. Occupational therapists provide services to individuals of all ages who have physical, developmental, emotional, and/or social deficits. Occupational therapists practice in public and private schools, rehabilitation centers, hospitals, hand therapy clinics, home health agencies, and in private practice.

Mission Statement

The mission of the University's MOT program is to graduate a diverse population of practitioners who have the skills necessary to analyze human occupation and to implement science-driven and evidence-based interventions that promote quality of life for the clients whom they serve. The graduates will contribute to their profession and to a global society through their competence, ethical standards, and professionalism.

Program Learning Outcomes

Upon completion of the MOT program, graduates will demonstrate the ability to

- exhibit the skills of a professional occupational therapist through a commitment to lifelong learning,
- advocate for the profession of occupational therapy while collaborating with other members of a health care team,
- practice clinical reasoning skills based on foundational knowledge and professional skills in order to provide optimal interventions for client problems in varied settings,
- ensure optimal and culturally competent verbal and written communication of occupational therapy services,
- implement principles of ethical and professional behavior in the delivery of occupational therapy services,
- use effective leadership skills to advance the role of occupational therapy, and
- evaluate evidence-based information by accessing resources and interpreting information for competent interventions.

Program Prerequisites

Required prerequisite coursework (must be completed with a grade of C or better) is as follows:

- 3 credits of general college physics or kinesiology
- 3 credits of general college biology
- 6 credits of anatomy and physiology
- 1 credit of medical terminology
- 12 credits of social sciences (e.g., psychology, sociology, anthropology, abnormal psychology)
- 3 credits of human development across the lifespan
- Unless candidates have current work experience in a health sciences field, it is recommended that their prerequisites be no more than 5 years old—especially anatomy and physiology.

Note: Prerequisite substitutions can be considered with the approval of the Program Director.

Delivery of Coursework

The Flex MOT program is 93 credits, and offered over 9 trimesters. More than 50% of the coursework is delivered online to the student. The online courses consist of Web-based text with extensive graphics, videos, and audio clips. There are opportunities provided for faculty-to-student and student-to-student synchronous and asynchronous interactive collaboration. Assessment of online learning outcomes includes a wide variety of evaluation tools depending on the course outcomes, such as (1) regular quizzes completed online, (2) graded bulletin board assignments, (3) case reports, (4) group projects, (5) research papers, and (6) article critiques.

In courses with a lab component, students come together for up to 16 hours of laboratory classes per weekend, 4 to 7 weekends per trimester. The lab sessions provide an avenue for teaching activities not well suited for online delivery, such as the hands-on learning that is vital to occupational therapy education, as well as oral presentations, lab practical testing, and socialization activities. Additionally, students may have to make arrangements for online exams at other times, which may include non-lab weekends. Currently, these lab activities are located on the St. Augustine, Florida, Austin, Texas, and Miami, Florida campuses.

Students in the Flex program complete two full-time fieldwork experiences that are 12 weeks in length in the second half of the program. Generally this portion of the curriculum is completed with full-time attendance by the Flex MOT student, although alternate arrangements can be made when this is not possible.

There are two cohort groups of students admitted per year, starting in September and January with a maximum of 25 students per group and a minimum of eight students. If the number of Flex cohort students drops below eight, the University reserves the right to hold the cohort group back a trimester to combine with the following group.

Note: MOT students must complete all Level II fieldwork within 24 months following completion of academic preparation.

For further information about accreditation contact Accreditation Council for Occupational Therapy Education (ACOTE), 4720 Montgomery Lane, Bethesda, MD 20824-1220, phone 301-652-2682.

Curriculum

Trimester I

- OCT 5135C - Anatomy Applied to Occupation **Hours: 5**
- OCT 5140 - Domains of OT **Hours: 4**
- OCT 5145 - Occupational Engagement and Theories of Practice **Hours: 3**

Total Hours 12

Trimester II

- HSC 5130C - Patient/Client Care Management I **Hours: 3**
- HSC 5135 - Evidence-Informed Practice I **Hours: 2**
- OCT 5225C - Process of Occupational Therapy **Hours: 4**

Total Hours 9

Trimester III

- OCT 5210 - Scholarly Design **Hours: 2**
- OCT 5215C - Human Movement for Occupational Performance **Hours: 4**
- OCT 5230 - Conditions Impacting Occupational Performance **Hours: 4**

Total Hours 10

Trimester IV

- HSC 5310C - Clinical Neuroscience **Hours: 4**
- OCT 5335C - Clinical Applications of OT in Psychosocial and Community Settings **Hours: 5**

Total Hours 9

Trimester V

- HSC 5665 - Wellness and Health Promotion **Hours: 3**
- OCT 5340 - Scholarly Implementation **Hours: 2**
- OCT 5355C - Clinical Applications of OT in Pediatrics/Adolescence **Hours: 5**

Total Hours 10

Trimester VI

- HSC 5670 - Administration and Management in Rehabilitation Services **Hours: 3**
- OCT 5330C - OT Methods I: Assistive Technology **Hours: 3**
- OCT 5410C - Clinical Applications in Adulthood **Hours: 5**

Total Hours 11

Trimester VII

- OCT 5425C - Clinical Applications in Geriatrics **Hours: 5**

- OCT 5430 - Scholarly Dissemination **Hours: 2**
- OCT 5445C - OT Methods II: Orthotics, Prosthetics, and Modalities **Hours: 3**

Total Hours 10

Trimester VIII

- OCT 5550 - Fieldwork IIA **Hours: 11**

Total Hours 11

Trimester IX

- OCT 5660 - Fieldwork IIB **Hours: 11**

Total Hours 11

Doctor

Physical Therapy, DPT

Physical therapy is a health profession involved in prevention, evaluation, and treatment of limited physical activity and injury. The practice is based in movement sciences. Physical therapists aid patients from pediatrics to geriatrics in the best methods of restoring an optimum quality of life. Physical therapists practice in rehabilitation centers, hospitals, home health agencies, nursing homes, school systems, pediatric clinics burn centers, wellness facilities, and in private practice.

Mission Statement

The mission of the University's DPT program is to graduate competent, versatile, reflective, empathetic, and autonomous practitioners who by virtue of their critical thinking and active learning skills, clinical experience, diagnostic proficiency, ethical and behavioral standards, and commitment to professionalism will be prepared to assist and direct the patient or client in achieving optimum function. These practitioners will contribute to their practice and society through continued professional growth and personal example of a healthy and productive lifestyle.

Program Learning Outcomes

Upon completion of the DPT program, graduates will demonstrate the ability to

- engage in personal and professional development and lifelong learning activities;
- practice physical therapy in a manner that supports cooperative relationships with patients/clients, other health care providers, and the community;
- perform evidence-informed physical therapist practice based on foundational knowledge and professional clinical skills;

- interact in a professional manner that demonstrates effective communication for various audiences and purposes;
- implement principles of ethical and professional behavior in physical therapist practice;
- display qualities of leadership in physical therapist practice to advance the profession of physical therapy; and
- apply critical thinking to evidence-informed decision making in physical therapist practice.

Program Prerequisites

Required prerequisite coursework (must be completed with a grade of C or better) is as follows:

- 6 credits of general college chemistry
- 6 credits of general college physics, biomechanics, or anatomical kinesiology
- 6 credits of general college biology
- 6 credits of anatomy and physiology
- 3 credits of human growth and development across the lifespan
- 1 credit of medical terminology
- 12 credits of social sciences (e.g., psychology, sociology, or anthropology)
- Unless candidates have current work experience in a health sciences field, it is recommended that their prerequisites be no more than 5 years old—especially anatomy and physiology.

Note: Prerequisite substitutions can be considered with approval by the Program Director.

Delivery of Coursework

The DPT program is 131 credits and is offered on a full-time basis over 8 trimesters. Coursework is provided in a blended learning format. This is a combination of an online learning component with classroom instruction. Lab classes are taught in a hands-on setting, while some portions of the course content are presented through a variety of interactive online activities and augmented by inclass discussions, patient interactions, and simulation. This learning style allows students to have a vast range of learning techniques at their fingertips.

Curriculum

Effective Fall 2016 Miami Campus & Effective Spring 2017 San Marcos, Austin, St. Augustine Campuses

Delivery of Coursework

The DPT program is 131 credits and is offered on a full-time basis over 8 trimesters. Coursework is provided in a blended learning format. This is a combination of an online learning component with classroom instruction. Lab classes are taught in a hands-on setting, while some portions of the course content are presented through a variety of interactive online activities and augmented by inclass discussions. This learning style allows students to have a vast range of learning techniques at their fingertips.

Trimester I

- HSC 5120C - Gross Anatomy | **Hours: 4**
- HSC 5125C - Applied Anatomy | **Hours: 1**

- HSC 5130C - Patient/Client Care Management I **Hours: 3**
- HSC 5135 - Evidence-Informed Practice I **Hours: 2**
- PHT 5150 - Pathophysiology **Hours: 4**
- PHT 5155 - Physical Therapist Practice I **Hours: 3**
- PHT 5160C - Soft Tissue Interventions I **Hours: 1**

Total Hours 18

Trimester II

- PHT 5220C - Gross Anatomy II **Hours: 4**
- PHT 5226C - Applied Anatomy II **Hours: 1**
- PHT 5230C - Biomechanics **Hours: 4**
- PHT 5240 - Imaging **Hours: 2**
- PHT 5245C - Movement Science I **Hours: 4**
- PHT 5250C - Musculoskeletal I: Introduction to Orthopedic Physical Therapy **Hours: 4**

Total Hours 19

Trimester III

- HSC 5310C - Clinical Neuroscience **Hours: 4**
- PHT 5315C - Neuromuscular I: Concepts and Examination **Hours: 3**
- PHT 5345C - Movement Science II **Hours: 4**
- PHT 5350C - Musculoskeletal II: Extremity **Hours: 3**
- PHT 5360 - Differential Diagnosis **Hours: 2**
- PHT 5375 - Pharmacology **Hours: 2**

Total Hours 18

Trimester IV

- PHT 5420C - Cardiovascular and Pulmonary Physical Therapy **Hours: 3**
- PHT 5435C - Biophysical Agents **Hours: 2**
- PHT 5440 - Physical Therapy for the Integumentary and Lymphatic Systems **Hours: 1**
- PHT 5455 - Physical Therapy Practice II **Hours: 3**
- PHT 5430C - Patient Care Management II **Hours: 3**
- PHT 5450C - Musculoskeletal III: Spine **Hours: 3**
- PHT 5415C - Neuromuscular II: Evidence in Interventions **Hours: 3**

Total Hours 18

Trimester V

- PHT 5570 - Internship I **Hours: 6**

- PHT 5530C - Patient Care Management III **Hours: 3**
- PHT 5525C - Prosthetics, Orthotics, and Assistive Technology **Hours: 3**
- PHT 5535 - Evidence-Informed Practice II **Hours: 2**
- PHT 5550C - Soft Tissue Interventions II **Hours: 2**

Total Hours 16

Trimester VI

- PHT 5650C - Musculoskeletal IV: Clinical Reasoning **Hours: 3**
- PHT 5615C - Neuromuscular III: Advanced Examination and Intervention **Hours: 3**
- PHT 5610C - Pediatric Physical Therapy **Hours: 3**
- PHT 5620C - Geriatric Physical Therapy **Hours: 3**
- HSC 5665 - Wellness and Health Promotion **Hours: 3**
- HSC 5670 - Administration and Management in Rehabilitation Services **Hours: 3**

Total Hours 18

Trimester VII

- PHT 5780 - Knowledge Translation for Clinical Practice **Hours: 1**
- PHT 5770 - Internship II **Hours: 11**

Total Hours 12

Trimester VIII

- PHT 5870 - Internship III **Hours: 11**
- PHT 5835 - Evidence Informed Practice III **Hours: 1**

Total Hours 12

Physical Therapy, Flex DPT

Physical therapy is a health profession involved in prevention, evaluation, and treatment of limited physical activity and injury. The practice is based in movement sciences. Physical therapists aid patients from pediatrics to geriatrics in the best methods of restoring an optimum quality of life. Physical therapists practice in rehabilitation centers, hospitals, home health agencies, nursing homes, school systems, pediatric clinics burn centers, wellness facilities, and in private practice.

The University of St. Augustine offers a part-time program for working adults seeking to earn the DPT degree referred to as the Flex DPT program. This program combines distance education and weekend labs on campus in a first professional DPT program designed for the student who needs flexibility in scheduling. By substituting asynchronous online education for most standard classroom participation and holding weekend labs on campus, an individual can earn a DPT degree in 12 trimesters (4 years).

The model represents an expansion of the full-time, first professional DPT program currently in place at the University of St. Augustine. The same mission and curriculum used in the full-time program is utilized in the Flex program with the only differences being a reduction in the number of credits taken per term and the delivery format. The Flex program prerequisites, admission requirements, academic calendar, total tuition, and policies are the same as the full-time program. Students in the Flex program complete three full-time clinical internships in the second half of the program. That portion of the curriculum will require full-time attendance by the Flex DPT student.

There are two cohort groups of students admitted per year, in St. Augustine, Florida and San Marcos, California, starting in September and January; in Austin, Texas, starting in May and September, all cohorts with a maximum of 30 students per group and a minimum of eight students. If the number of Flex cohort students drops below eight, the University reserves the right to hold the cohort group back a trimester to combine with the following group.

Mission Statement

The mission of the University's DPT program is to graduate competent, versatile, reflective, empathetic, and autonomous practitioners who by virtue of their critical thinking and active learning skills, clinical experience, diagnostic proficiency, ethical and behavioral standards, and commitment to professionalism will be prepared to assist and direct the patient or client in achieving optimum function. These practitioners will contribute to their practice and society through continued professional growth and personal example of a healthy and productive lifestyle.

Program Learning Outcomes

Upon completion of the DPT program, graduates will demonstrate the ability to

- engage in personal and professional development and lifelong learning activities;
- practice physical therapy in a manner that supports cooperative relationships with patients/clients, other health care providers, and the community;
- perform evidence-informed physical therapist practice based on foundational knowledge and professional clinical skills;
- interact in a professional manner that demonstrates effective communication for various audiences and purposes;
- implement principles of ethical and professional behavior in physical therapist practice;
- display qualities of leadership in physical therapist practice to advance the profession of physical therapy; and
- apply critical thinking to evidence-informed decision making in physical therapist practice.

Program Prerequisites

Required prerequisite coursework (must be completed with a grade of C or better) is as follows:

- 6 credits of general college chemistry
- 6 credits of general college physics, biomechanics, or anatomical kinesiology
- 6 credits of general college biology
- 6 credits of anatomy and physiology
- 3 credits of human growth and development across the lifespan
- 1 credit of medical terminology
- 12 credits of social sciences (e.g., psychology, sociology, or anthropology)

- Unless candidates have current work experience in a health sciences field, it is recommended that their prerequisites be no more than 5 years old—especially anatomy and physiology.

Note: Prerequisite substitutions can be considered with approval by the Program Director.

Delivery of Coursework

The Flexible DPT program is 131 credits and is offered over 12 trimesters. More than 50% of the coursework is delivered online to the student. The online courses consist of Web-based text with extensive graphics, videos, and audio clips. There are opportunities provided for faculty-to-student and student-to-student synchronous and asynchronous interactive collaboration. Assessment of online learning outcomes includes a wide variety of evaluation tools depending on the course outcomes, such as (1) quizzes completed online, (2) graded discussion assignments, (3) case reports, (4) group projects, (5) research papers, and (6) article critiques.

In courses with a lab component, students come together on campus for 16 hours of laboratory classes per weekend for no more than 7 weekends per 15-week trimester. The lab sessions provide an avenue for teaching activities not well suited for online delivery, such as the hands-on learning that is vital to physical therapy education, in addition to oral presentations, proctored written examinations, lab practical testing, and socialization activities. Currently these lab activities are located on the St. Augustine, Florida, Austin, Texas, and San Marcos, California, campuses.

Curriculum

Effective Spring 2017 San Marcos, Austin, St. Augustine Campuses

Trimester I

- HSC 5120C - Gross Anatomy I **Hours: 4**
- HSC 5125C - Applied Anatomy I **Hours: 1**
- HSC 5135 - Evidence-Informed Practice I **Hours: 2**
- PHT 5155 - Physical Therapist Practice I **Hours: 3**
- PHT 5160C - Soft Tissue Interventions I **Hours: 1**

Total Hours 11

Trimester II

- HSC 5130C - Patient/Client Care Management I **Hours: 3**
- PHT 5150 - Pathophysiology **Hours: 4**
- PHT 5220C - Gross Anatomy II **Hours: 4**
- PHT 5226C - Applied Anatomy II **Hours: 1**

Total Hours 12

Trimester III

- PHT 5230C - Biomechanics **Hours: 4**
- PHT 5245C - Movement Science I **Hours: 4**
- PHT 5250C - Musculoskeletal I: Introduction to Orthopedic Physical Therapy **Hours: 4**

Total Hours 12

Trimester IV

- HSC 5310C - Clinical Neuroscience **Hours: 4**
- PHT 5240 - Imaging **Hours: 2**
- PHT 5345C - Movement Science II **Hours: 4**
- PHT 5435C - Biophysical Agents **Hours: 2**

Total Hours 12

Trimester V

- PHT 5315C - Neuromuscular I: Concepts and Examination **Hours: 3**
- PHT 5350C - Musculoskeletal II: Extremity **Hours: 3**
- PHT 5360 - Differential Diagnosis **Hours: 2**
- PHT 5375 - Pharmacology **Hours: 2**
- PHT 5440 - Physical Therapy for the Integumentary and Lymphatic Systems **Hours: 1**

Total Hours 11

Trimester VI

- PHT 5415C - Neuromuscular II: Evidence in Interventions **Hours: 3**
- PHT 5420C - Cardiovascular and Pulmonary Physical Therapy **Hours: 3**
- PHT 5430C - Patient Care Management II **Hours: 3**

Total Hours 9

Trimester VII

- PHT 5450C - Musculoskeletal III: Spine **Hours: 3**
- PHT 5455 - Physical Therapy Practice II **Hours: 3**
- PHT 5525C - Prosthetics, Orthotics, and Assistive Technology **Hours: 3**

Total Hours 9

Trimester VIII

- HSC 5665 - Wellness and Health Promotion **Hours: 3**
- PHT 5550C - Soft Tissue Interventions II **Hours: 2**
- PHT 5570 - Internship I **Hours: 6**

Total Hours 11

Trimester IX

- HSC 5670 - Administration and Management in Rehabilitation Services **Hours: 3**
- PHT 5530C - Patient Care Management III **Hours: 3**
- PHT 5610C - Pediatric Physical Therapy **Hours: 3**
- PHT 5620C - Geriatric Physical Therapy **Hours: 3**

Total Hours 12

Trimester X

- PHT 5535 - Evidence-Informed Practice II **Hours: 2**
- PHT 5615C - Neuromuscular III: Advanced Examination and Intervention **Hours: 3**
- PHT 5650C - Musculoskeletal IV: Clinical Reasoning **Hours: 3**

Total Hours 8

Trimester XI

- PHT 5770 - Internship II **Hours: 11**
- PHT 5780 - Knowledge Translation for Clinical Practice **Hours: 1**

Total Hours 12

Trimester XII

- PHT 5835 - Evidence Informed Practice III **Hours: 1**
- PHT 5870 - Internship III **Hours: 11**

Total Hours 12

Occupational Therapy, OTD

DOCTOR OF OCCUPATIONAL THERAPY (OTD)

Occupational therapy is a health and rehabilitation profession. Occupational therapists provide services to individuals of all ages who have physical, developmental, emotional, and/or social deficits. Occupational therapists practice in public and private schools, rehabilitation centers, hospitals, hand therapy clinics, home health agencies, and in private practice.

Mission Statement

The mission of the University's OTD program is to graduate a diverse population of practitioners who have the skills necessary to analyze human occupation and to implement science-driven and evidence-based interventions that

promote quality of life for the clients whom they serve. The graduates will contribute to their profession and to a global society through their competence, ethical standards, and professionalism.

Program Learning Outcomes

Upon completion of the OTD program, graduates will demonstrate the ability to:

- Exhibit the skills of a professional occupational therapist through commitment to lifelong learning.
- Advocate for the profession of occupational therapy while collaborating with other members of the health care team.
- Practice clinical reasoning skills based on foundational knowledge and professional skills in order to provide optimal interventions for client problems in varied settings.
- Ensure optimal and culturally competent verbal and written communication of occupational therapy services.
- Implement principles of ethical and professional behavior in occupational therapy services.
- Use effective leadership skills to advance the role of occupational therapy.
- Evaluate evidence-based information by accessing resources and interpreting information for competent interventions.

Program Prerequisites

Required prerequisite coursework (must be completed with a grade of C or better):

- 3 credits of general college physics or kinesiology
- 3 credits of general college biology
- 6 credits of anatomy and physiology
- 1 credit of medical terminology
- 3 credits of human development across the lifespan
- 12 credits of social sciences (e.g., psychology, sociology, anthropology, abnormal psychology, human growth and development)
- 3 credits of statistics
- Unless candidates have current work experience in a health sciences field, it is recommended that their prerequisites be no more than 5 years old—especially anatomy and physiology.

Note: Prerequisite substitutions can be considered with the approval of the Program Director.

Delivery of Coursework

The OTD program is 117 credits and is offered on a full-time basis over 8 trimesters. Coursework is provided in a blended learning format. This is a combination of an online learning component with classroom instruction. Lab classes are taught in a hands-on setting, while some portions of the course content are presented through a variety of interactive online activities and augmented by in-class discussions, patient interactions, and simulation.

Note: OTD students must complete all Level II fieldwork within 24 months following completion of academic preparation.

For further information about accreditation contact: Accreditation Council for Occupational Therapy Education (ACOTE), 4720 Montgomery Lane, Bethesda, MD 20824-1220, phone 301-652-2682.

Curriculum

Trimester I

- HSC 5130C - Patient/Client Care Management I **Hours: 3**
- HSC 5135 - Evidence-Informed Practice I **Hours: 2**
- OCT 5135C - Anatomy Applied to Occupation **Hours: 5**
- OCT 5140 - Domains of OT **Hours: 4**
- OCT 5145 - Occupational Engagement and Theories of Practice **Hours: 3**

Total Hours 17

Trimester II

- HSC 5310C - Clinical Neuroscience **Hours: 4**
- OCT 6210 - Scholarly Design **Hours: 2**
- OCT 5215C - Human Movement for Occupational Performance **Hours: 4**
- OCT 6225C - Process of Occupational Therapy **Hours: 4**
- OCT 5230 - Conditions Impacting Occupational Performance **Hours: 4**

Total Hours 18

Trimester III

- HSC 5665 - Wellness and Health Promotion **Hours: 3**
- OCT 5330C - OT Methods I: Assistive Technology **Hours: 3**
- OCT 6335C - Clinical Applications of OT in Psychosocial and Community Settings **Hours: 5**
- OCT 6340 - Scholarly Implementation **Hours: 2**
- OCT 6355C - Clinical Applications of OT in Pediatrics/Adolescence **Hours: 5**

Total Hours 18

Trimester IV

- HSC 5670 - Administration and Management in Rehabilitation Services **Hours: 3**
- OCT 6410C - Clinical Applications in Adulthood **Hours: 5**
- OCT 6425C - Clinical Applications in Geriatrics **Hours: 5**
- OCT 6430 - Scholarly Dissemination **Hours: 2**
- OCT 5445C - OT Methods II: Orthotics, Prosthetics, and Modalities **Hours: 3**

Total Hours 18

Trimester V

- OCT 5550 - Fieldwork IIA **Hours: 11**

Total Hours 11

Trimester VI

- OCT 5660 - Fieldwork IIB **Hours: 11**

Total Hours 11

Trimester VII

- OCT 6700 - Doctoral Project **Hours: 2**
- OCT 6720 - Leadership and Advocacy **Hours: 3**
- OCT 6731 - Residency 1 Experiential Component **Hours: 3**
Elective

Total Hours 12

Trimester VIII

- OCT 6832 - Residency 2 **Hours: 13**

Total Hours 12

Division of Post-Professional Studies

Tuition Refund Policy for Transitional and Post-Professional Programs

Student's Right to Cancel

Students may withdraw from a degree program at any time. Contact the director of the degree program to request withdrawal from the program. To withdraw from an individual seminar, contact the Continuing Education Office by phone at 904-826-0084, ext. 1400.

Cancellation and Tuition Refund Policy for Post-Professional Programs

University of Saint Augustine for Health Sciences institutional refund policy has been established in accordance with current state and federal regulations and applicable accrediting standards. A refund to the student or fund source may result from the application of the University's institutional refund policy.

Notice of Cancellation for Post-Professional Programs

Students must notify the University in writing of cancellation. All monies paid by an applicant other than books, supplies, materials, and kits that are not returnable from use are refunded if cancellation occurs within 1 week (7 days) after signing the University's Enrollment Agreement and making an initial payment.

Tuition Refund Policy

The University of Saint Augustine for Health Sciences has an established add/drop period that is the first week (7 days) of each semester. All tuition, excluding the application fee, will be refunded to students who withdraw within the add/drop period.

If a student withdraws from the program or a course after the 7 day add/drop period but prior to completion, the student may be eligible for a tuition refund in accordance with the following policy:

Refund of Tuition After the Start of Trimester Courses: For self-pay students who withdraw (including transfers and leaves of absence) from ALL classes on or before 60% of the term has elapsed, USAHS will calculate the refund using a percentage formula and return the refund to the student. Students dropping form coursework (not the program) will be calculated under the same percentage formula. If more than 60% of the term has elapsed, there will be no refund.

Step 1: Determine the percentage of the enrollment period the student attended before withdrawing (days attended divided by total days in the period).

Step 2: Determine the amount of tuition earned by school by multiplying the total tuition/fee charged by the percentage of time enrolled.

Step 3: Compare the amount of tuition earned by school to the amount received by the school. If more funds were received by the school than tuition earned by school, determine the amount of funds that must be

returned by subtracting the tuition earned by school amount from the amount received by the school.

Step 4: Distribute this calculated amount as a refund to the student.

Refunds are made within 30 days of the date the University determines that the student has withdrawn.

For students who receive federal financial aid who withdraw (including transfers and leaves of absence) from ALL classes on or before 60% of the term has elapsed, a portion of the tuition will be returned to the student's lender. Please see the University's R2T4 policy for further information.

Tuition Refund Policy for Transitional and Post-Professional Programs Maryland Residents

For transitional and post-professional students residing in Maryland, the University complies with the state of Maryland's refund policy. This policy will supersede the University's refund policy, unless the University's policy is more beneficial for the Maryland student.

The minimum refund that the University shall pay to a Maryland student who withdraws or is terminated after completing only a portion of a course, program, or term within the applicable billing period is as follows:

| Proportion of Total Course, Program, or Term Completed as of Date of Withdrawal or Termination | Tuition Refund |
|---|-----------------------|
| Less than 10% | 90% refund |
| 10% up to but not including 20% | 80% refund |

| | |
|---------------------------------|------------|
| 20% up to but not including 30% | 60% refund |
| 30% up to but not including 40% | 40% refund |
| 40% up to and including 60% | 20% refund |
| More than 60% | No refund |

Refunds shall be made within 30 days following the date the University receives the student's cancellation request. Cancellations for the course may be made by contacting the appropriate program administrative assistant at the University, 904-826-0084.

Master

Health Science, MHS

Mission Statement

The mission of the MHS program is to graduate students with advanced knowledge in practice excellence who have the leadership and critical thinking skills necessary to promote their professions. High priority is placed on active inquiry, critical thinking, and reflective practice to promote leaders within the health science profession and the community.

Program Learning Outcomes

Upon completion of the MHS program, graduates will demonstrate the ability to

- engage in personal and professional development and lifelong learning activities;
- develop knowledge of fundamental concepts from which one can develop a collaborative approach to solving problems;
- apply evidence in decision making associated with current health care practice;
- interact in a manner that demonstrates effective communication for various audiences and purposes;
- display qualities of integrity and professionalism in health care practice to advance the profession;
- use leadership skills to promote self and profession; and
- conceptualize and make decisions in individual activities with a sense of independence in discovering information, fostering new ideas, and solving problems.

Admission Requirements

Application to the MHS program is open to all applicants with a bachelor's or master's degree in a health-related area or those holding a degree outside of healthcare with work experience in a related field. Students are admitted on the basis of their academic abilities and professionalism. Visit the general admission requirements page for details.

Candidates for the MHS program must provide the following documents with their online application in order to be considered for the program:

- A bachelor's or master's degree from an accredited institution, preferably in a health science. If the degree is not focused in health sciences, student will need to provide a résumé / curriculum vitae showing at least 1 year of work experience in a health care or health-related setting.
- Official transcripts from each college or university previously attended. An official transcript is sent directly to the University by the registrar of the issuing institution or it is forwarded in a sealed envelope from the issuing institution.
- One recommendation from a professional colleague
- Professional résumé or curriculum vitae

If the applicant completed his or her education in a foreign country, the applicant must submit an original copy of a degree credentialing evaluation from an agency recognized by the National Association of Credential Evaluation Services (NACES). The evaluation must indicate previous education at the minimum level of a baccalaureate degree earned at an accredited college or university in the United States.

International Students Applying for Admission

Foreign-trained candidates who do not require a student visa to participate in University courses and/or degrees can be considered for admission. USAHS does not offer English language services, including instruction. All instruction at the University is conducted in English. To enter the MHS program, the following criteria will apply:

- Submit transcripts (original and a translated version, if applicable) and a credentialing evaluation from an agency recognized by the National Association of Credential Evaluation Services (NACES) that provides evidence of training at a level equivalent to that of a bachelor's degree in the United States.
- Candidates must submit an official TOEFL (Test of English as a Foreign Language) score report if their education was completed in a language other than English or they reside in a non-English speaking country. A minimum score of 210 (computer-based testing), or 83 (IBT—Internet based testing) is required.

Notification of Status

The applicant will be notified by e-mail from the Admissions Office of his or her admission status after all required application materials have been reviewed by the Admissions Committee.

Academic Requirements

To remain in the MHS program, the student must

- maintain a minimum 3.0 GPA, and
- complete the seven required courses and any five elective courses.

Program Overview

There are 36 required credits that will be taken over the span of 6 trimesters (students can move at a faster pace).

Core coursework is required (seven courses; 21 credits), while electives can be assembled to achieve an emphasis area (five courses; 15 credits) and can be taken in preferred order. The University will also consider accepting graduate credits from other accredited institutions. Please refer to the transfer credit policy in this catalog for further information on transfer credits.

Four Specializations

- Teaching and Learning
- Executive Leadership
- Athletic Training
- Informatics

Delivery of MHS Coursework

All coursework in the MHS program is offered in an online delivery format with the exception of the ATP 6175 - Emergency Athletic Training course, which requires a fact-to-face residency. This course is optional within the Athletic Training Specialization.

Optional Residency for all MHS Students

MHS students are eligible to attend the optional 3-day, on-campus residency imbedded in the Introduction to Interprofessional Scholarly Studies course. During this residency, several units of the online course will be completed through collaborative teamwork with peers. In addition to easing the transition into online graduate-level coursework, the face-to-face class will foster professionalism, interprofessional problem-solving, leadership growth, and communication strategies. As a result of attending this optional residency, completion of the course will be accelerated. It will conclude 4-5 weeks prior to the end of the term.

Optional Residency for Athletic Training Specialization

This online master's program recommends that all students complete a **3-day, face-to-face residency** that focuses on various areas of health sciences. Students who are certified and/or licensed athletic trainers and who pursue the Athletic Training specialization, can take advantage of a residency that fulfills the professional rescuer requirements for maintaining board certification and/or licensure. This residency is part of the Emergency in Athletic Training course and is the only in-person portion of the curriculum. The student is responsible for the cost of travel and other associated expenses with all residencies. Residencies will be offered on one of the USAHS campuses (San Marcos, California; St. Augustine or Miami, Florida; or Austin, Texas).

Incomplete Coursework

If a student cannot complete the required work within the predetermined time frame, he or she will receive a grade of Incomplete (I). The student must then complete the work by the new assigned due date to receive a letter grade. No further extension will be permitted. If the student does not withdraw or complete the requirements within the approved time, the I grade will automatically become a Fail (F) on his or her transcript.

Time Limit

It is required that MHS students complete all program requirements within 6 trimesters or 2 years. An extension of up to 1 year may be requested. If the Program Director approves the extension, there is an extension fee of \$333.00 per trimester.

Tuition and Fees

See Tuition and Fees section of this catalog.

Curriculum

Core Courses

Trimester 1

- IPE 7000 - Introduction to Interprofessional Scholarly Studies **Hours: 3**
**Includes an optional 3 day face-to-face residency.*
- IPE 7025 - Psychosocial Strategies for Health Care **Hours: 3**

Trimester 2

- IPE 7050 - Evidence-Based Practice for Health Care Professionals **Hours: 3**
- IPE 7100 - Ethics in Health Care **Hours: 3**

Trimester 3

- IPE 7120 - Organizational Leadership and Policy in Health Care **Hours: 3**
- IPE 7200 - Cultural Competence in Healthcare **Hours: 3**

Trimester 6

- MHS 7700 - Comprehensive Project **Hours:**

Total Core Courses Credits 21

Elective Courses

Choose a track and 15 credits from that track

Generalist Track

- MHS 6120 - Current Issues in Health Care **Hours: 3**
- MHS 6140 - Health Care Law **Hours: 3**
- MHS 6200 - Contemporary Trends in Wellness **Hours: 3**
- MHS 6240 - Internship **Hours: 3**
- IPE 7300 - Entrepreneurial Strategies in Health Care **Hours: 3**

Athletic Training Specialization Track

- ATP 6000 - Leadership in Athletic Training **Hours: 3**
- ATP 6025 - Business of Athletic Training **Hours: 3**
- ATP 6175 - Emergency Athletic Training **Hours: 3**

**Includes a mandatory 3 day face-to-face residency that fulfills the requirements for maintaining license or certification.*

- ATP 6215 - Sport and Disability **Hours: 3**
- ATP 6303 - Imaging for Athletic Training **Hours: 3**
- ATP 6330 - International Athletic Training **Hours: 3**
- ATP 6345 - Sport and the Female Athlete **Hours: 3**
- ATP 7130 - Evidence Based Injury Prevention **Hours: 3**
**Students earn 30 EBP CEUs.*
- ATP 7255 - Concussion in Sport **Hours: 3**
**Students earn the ImPACT Trained Athletic Trainers (ITAT) certification and 3.0 CEUs.*

Teaching and Learning Specialization Track

- EDF 7050 - Teaching Methods in Higher Education **Hours: 3**
- EDF 7160 - Curriculum Development in Health Sciences Education **Hours: 3**
- EDF 7171 - Motivational Theory in Health Care Education **Hours: 3**
- EDF 7175 - Foundational Theories in Education **Hours: 3**
- EDF 7182 - Innovations in Healthcare Education **Hours: 3**

Executive Leadership Specialization Track

- HSA 7200 - Foundations of Health Care Administration **Hours: 3**
- HSA 7225 - Strategic Planning in Health Care Administration **Hours: 3**
- HSA 7260 - Operations and Quality Management in Health Care **Hours: 3**
- HSA 7450 - Human Resource Management and Organizational Development and Leadership for Health Care Administration **Hours: 3**

Informatics specialization Track

- IPE 7155 - Clinical Data Analytics and Decision Support **Hours: 3**
- IPE 7250 - Healthcare System Life Cycle Analysis and Design **Hours: 3**
IPE 7365 Information Management for Quality and Safety 3 cr - under development
IPE 7400 Healthcare Informatics and Technology Management 3 cr - under development
IPE 7494 Application of Technology for Population Health and Healthcare Professional Education 3 cr - under development

Total Hours Required 36

Nursing, MSN

Mission Statement

The mission of the MSN program is to prepare nurses to utilize interprofessional collaboration, evidence-informed decision making, and specialized competencies in guiding, leading, and influencing the outcomes of nursing practice.

Program Learning Outcomes

Upon completion of the MSN program, graduates will

- Employ the skills necessary to engage in lifelong learning through intellectual inquiry in order to maintain continuing competence and professional growth.
- Apply leadership skills to improve outcomes for individuals, diverse populations, and organization.
- Practice critical thinking and evidence-based decision making to ensure the delivery of nursing care that is of optimal quality and safety.
- Effectively and ethically use technology in the direct or indirect delivery and coordination of nursing care and collection of data for improvement of quality and safety.
- Exhibit professionalism and adherence to ethical standards of nursing practice; advocate for patients; and promote policy development to ensure quality health care that is safe, equitable, and cost-effective.
- Communicate and collaborate with other health care providers in the promotion of wellness and the management of acute and chronic disorders for optimization of patient outcomes.
- Apply systems thinking and synthesize scientific data with concepts and models from nursing and other sciences to promote health, prevent illness, and maintain quality of life for individuals and populations.
- Deliver or direct nursing practice using advanced knowledge, professional skills, and decision making based on theory and best scientific evidence.

Admission Requirements

Application to the MSN program is open to all who entered the profession with a post-professional master's degree or higher from an accredited institution.

To be considered for admission, a candidate must submit the following:

- Application for Admission Form
- A Bachelor's Degree in Nursing (BSN) with a cumulative GPA of 3.0 on a 4.0 scale
- Applicants must submit transcripts showing degree conferral from an associate and/or Bachelor's in Nursing. If select courses (usually science courses) were taken at institutions other than the degree conferring institution, USAHS may request those transcripts be submitted as well. An official transcript is one sent directly to the Admissions Office by the registrar of the issuing institution or one forwarded in a sealed envelope from the issuing institution. The following science courses may trigger a request for additional transcripts if not on transcript of degree conferred for MSN applicants:
 - Anatomy and physiology
 - Pathophysiology
 - Microbiology
 - Physical assessment
 - Pharmacology
- Evidence of an unrestricted/unencumbered registered nurse (RN) license in the state of residence
- Professional résumé or curriculum vita—an equivalent of 1 full-time year of experience as a registered nurse is required prior to the first practicum in Term 5.
- Essay of approximately 500 words describing short- and long-term career goals and the plan to achieve them.
- A comprehensive background check requiring fingerprints and drug screen will be administered during the admission process.
- Two professional references; one should be from a nurse educator familiar with the applicant's ability to do academic work and one should be from an immediate supervisor (e.g. nurse manager), preceptor, or mentor familiar with the applicant's clinical skills.

If the applicant completed his or her education in a foreign country, the applicant must submit an original copy of a degree credentialing evaluation from an agency recognized by the National Association of Credential Evaluation Services (NACES). The evaluation must indicate previous education at the minimum level of a baccalaureate degree earned at an accredited college or university in the United States.

International Students Applying for Admission

Foreign-trained candidates who do not require a student visa to participate in University courses and/or degrees can be considered for admission. USAHS does not offer English language services, including instruction. All instruction at the university is conducted in English. To enter the program, the following criteria will apply:

- Submit transcripts (original and a translated version, if applicable) and a credentialing evaluation from an agency recognized by the National Association of Credential Evaluation Services (NACES) that provide evidence of training at a level equivalent to that of a bachelor's degree in the United States.
- Candidates must submit an official TOEFL (Test of English as a Foreign Language) score report if their education was completed in a language other than English or they reside in a non-English speaking country. A minimum score 210 (computer-based testing) or 83 (IBT—Internet based testing) is required.

Notification of Status

The applicant will be notified by e-mail from the Admissions Office of his or her admission status after all required application materials have been reviewed by the Admissions Committee.

Academic Requirements

To remain in the MSN program, the student must

- maintain a minimum 3.0 GPA, and
- complete the required courses.

Program Overview

- Take the program online or as a blended program that incorporates online and optional on-campus coursework with extracurricular experiences such as journal clubs, discussion groups, and guest speakers.
- Collaborate in an interprofessional learning environment with students from other health care professions.
- Complete practicum hours in your own community by working with a faculty mentor and preceptor.
- USAHS offers four different nurse specializations within the MSN curriculum: Nurse Educator, Nurse Executive, Nurse Informaticist, and Family Nurse Practitioner.

Delivery of MSN Coursework

All coursework in the MSN program is offered in an online delivery format. The Family Nurse Practitioner (FNP) role specialty requires two 3-day, on-campus residencies. Students will be responsible for travel, lodging and meals for all residencies.

Incomplete Coursework

If a student cannot complete the required work within the predetermined time frame, he or she will receive a grade of Incomplete (I). The student must then complete the work by the new assigned due date to receive a letter grade. No further extension will be permitted. If the student does not withdraw or complete the requirements within the approved time, the I grade will automatically become a Fail (F) on his or her transcript.

Time Limit

It is required that MSN students in the Nurse Educator, Nurse Executive, or Nurse Informaticist role specialty tracks complete all program requirements within 2 years (i.e., six terms). An extension of up to 1 year may be requested (i.e., total of 3 years). It is required that MSN students in the Family Nurse Practitioner role specialty track complete all program requirements with 2 years and 8 months (i.e., eight terms). An extension of up to 1 year and 4 months may be requested (i.e., total of 4 years). If the Program Director approves an extension, there is an extension fee of \$333.00 per trimester.

Optional Certificates

Students enrolled in the MSN program may be eligible to earn certificates. Students working toward the Nurse Educator role specialization are eligible to earn the Certificate of Teaching and Learning, and students working toward the Nurse Executive role specialization are eligible to earn the Certificate of Executive Leadership. The certificates are earned by completing certain elective courses within the program and maintaining a minimum 3.0 GPA in those courses. Students should speak with their advisor or Program Director about the certificates and include them in their Plan of Study (POS). Courses for the Certificate of Executive Leadership include Foundations of Health Care Administration, Human Resource Management and Organizational Development and Leadership for HC Admin, Strategic Planning in Health Care Administration, Organizational Finance, and Organizational Leadership. Courses for the Certificate of Teaching and Learning include Foundational Theory in Education, Pathophysiology, Health Assessment, Pharmacology for Nurse Educators, Curriculum Development in Health Science Education, and Teaching Methods in Higher Education.

Tuition and Fees

See Tuition and Fees section of this catalog.

Curriculum

Required Core Courses

Trimester 1

- IPE 7000 - Introduction to Interprofessional Scholarly Studies **Hours: 3**
- IPE 7050 - Evidence-Based Practice for Health Care Professionals **Hours: 3**

Trimester 2

- IPE 7120 - Organizational Leadership and Policy in Health Care **Hours: 3**
- NUR 7160 - Theoretical and Scientific Underpinnings for Nursing Practice **Hours: 3**

Trimester 3

IPE 7400 Healthcare Informatics and Technology Management 3cr - Under development

IPE 7421 Interprofessional Approaches to Regional and Global Population Health 3 cr - Under development

Total Core Hours 18

Required Specialty Role Courses

Nurse Educator Role Specialty Track

- EDF 7050 - Teaching Methods in Higher Education **Hours: 3**
- EDF 7160 - Curriculum Development in Health Sciences Education **Hours: 3**
- EDF 7175 - Foundational Theories in Education **Hours: 3**
- NUR 7100 - Pathophysiology, Health Assessment, Pharmacology for Nurse Educators **Hours: 3**
- NUR 7400 - Role Practicum I **Hours: 3**
- NUR 7450 - Role Practicum II **Hours: 3**

Nurse Executive Role Specialty Track

- HSA 7200 - Foundations of Health Care Administration **Hours: 3**
- HSA 7225 - Strategic Planning in Health Care Administration **Hours: 3**
- HSA 7250 - Human Resources Management and Organizational Development in Healthcare **Hours: 3**
HSC 7430 Organizational Finance 3 cr - Under development
- NUR 7400 - Role Practicum I **Hours: 3**
- NUR 7450 - Role Practicum II **Hours: 3**

Nurse Informaticist Role Specialty Track

- NUR 7400 - Role Practicum I **Hours: 3**
- NUR 7450 - Role Practicum II **Hours: 3**
IPE 7365 Information Management for Quality and Safety 3 cr - Under development
IPE 7495 Application of Technology for Population Health and Healthcare Professional Education 3 cr - Under development
- IPE 7155 - Clinical Data Analytics and Decision Support **Hours: 3**
- IPE 7250 - Healthcare System Life Cycle Analysis and Design **Hours: 3**

Family Nurse Practitioner Role Specialty Track

Family Nurse Practitioner Role Specialty

Trimester 1

- IPE 7000 - Introduction to Interprofessional Scholarly Studies **Hours: 3**
- IPE 7050 - Evidence-Based Practice for Health Care Professionals **Hours: 3**

Trimester 2

- NUR 7160 - Theoretical and Scientific Underpinnings for Nursing Practice **Hours: 3**
NUR 7610 Advanced Physiology and Pathophysiology 3 cr - Under development

Trimester 3

- IPE 7120 - Organizational Leadership and Policy in Health Care **Hours: 3**
NUR 7560 Advanced Pharmacology 3 cr - Under development

Trimester 4

IPE 7421 Interprofessional Approaches to Regional and Global Populatio Health 3 cr - Under development

NUR 7580 Advanced health Assessment and Differential Diagnosis (Required Residency) 3 cr - Under development

Trimester 5

- HSA 7375 - Health Care Informatics and Technology Management **Hours: 3**
NUR 7570 Primary Healthcare of the Family I 3 cr - Under development

Trimester 6

NUR 7575 Primary Healthcare of the Family II 3 cr - Under development

NUR xxxx FNP Role Practicum I 4 cr - Under development

Trimester 7

NUR 7585 Primary Healthcare of the Family III 3 cr - Under development

NUR xxxx FNP Role Practicum II (Required Residency) 4 cr - Under development

Trimester 8

NUR xxxx FNP Role Practicum III (Required Residency) 6 cr - Under development

Total Credits

Total credits required for MSN with family nurse practitioner (FNP) role specialty: 36.

(24 credits for core courses, 18 credits for specialty courses, 14 credits for practicum courses)

Health Administration, MHA

Mission Statement

The mission of the MHA program is to improve the practice of healthcare administration across all sectors of the industry. The graduates will promote evidence-informed concepts and techniques to produce positive and innovative organizational outcomes, meet organizational goals and objectives, and support top organizational performance in the health care industry.

Program Learning Outcomes

Upon completion of the MHA program, graduates will demonstrate the ability to

- Evaluate scholarly research that contributes to sound evidence-based practice in the administrative health care setting.
- Collaborate with other health care disciplines in the administration of health care services.
- Analyze the effect of various policies on the delivery of services in a health care environment.
- Develop written and oral presentations that effectively communicate to both health professionals and non-health professional audiences.
- Develop and maintain standards of accountability based on organizational values.
- Demonstrate skills necessary to create an ideal organization performance standard in health care settings.
- Apply evidence-based decision making to the process of quality improvement.

Admission Requirements

Application to the MHA program is open to all who entered the profession with a bachelor's degree, master's degree, or higher from an accredited institution.

To be considered for admission, a candidate must submit the following:

- Application for Admission form
- Official transcripts from each college or university previously attended. An official transcript is one sent directly to the Student Services Office by the registrar of the issuing institution or one forwarded in a sealed envelope from the issuing institution.
- TOEFL scores sent directly to the University if an applicant completed his or her education in a country where English is not the primary language or if the applicant is from a non-English speaking country.
- References as required by the program
- Statement of purpose
- Professional résumé or curriculum vitae

If the applicant completed his or her education in a foreign country, the applicant must submit an original copy of a degree credentialing evaluation from an agency recognized by the National Association of Credential Evaluation Services (NACES). The evaluation must indicate previous education at the minimum level of a baccalaureate degree earned at an accredited college or university in the United States.

Minimum requirements for admission include a 2.5 GPA in undergraduate work. For students with a non-health related, entry-level degree, at least 1 year of experience in a health field is required. Above average written communication skills are required and evaluated through the statement of purpose.

International Students Applying for Admission

Foreign-trained candidates who do not require a student visa to participate in University courses and/or degrees can be considered for admission. USAHS does not offer English language services, including instruction. All instruction at the University is conducted in English. To enter the MHA program, the following criteria will apply:

- Submit transcripts (original and a translated version, if applicable) and a credentialing evaluation from an agency recognized by the National Association of Credential Evaluation Services (NACES) that provides evidence of training at a level equivalent to that of a bachelor's degree in the United States.
- Candidates must submit an official TOEFL (Test of English as a Foreign Language) score report if their education was completed in a language other than English or they reside in a non-English speaking country. A minimum score of 210 (computer-based testing), or 83 (IBT – Internet based testing) is required.

Notification of Status

The applicant will be notified by e-mail from the Admissions Office of his or her admission status after all required application materials have been reviewed by the Admissions Committee.

Academic Requirements

To remain in the MHA program, the student must

- maintain a minimum 3.0 GPA, and
- complete the required courses and any elective courses.

Program Overview

There are 36 required credits that will be taken over the span of 6 trimesters (approximately 24 months).

Core coursework is required (28 credits), while electives can be assembled to achieve emphasis areas (eight credits). USAHS will also consider accepting graduate credits from other accredited institutions. Please refer to the transfer credit policy in this catalog for further information on transfer credits.

Delivery of MHA Coursework

All coursework in the MHA program is offered in an online delivery format with the exception of an optional Externship and Consultation course which may require off-campus attendance at a health facility. Students are responsible for travel, lodging and meals.

Incomplete Coursework

If a student cannot complete the required work within the predetermined time frame, he or she will receive a grade of Incomplete (I). The student must then complete the work by the new assigned due date to receive a letter grade. No further extension will be permitted. If the student does not withdraw or complete the requirements within the approved time, the I grade will automatically become a Fail (F) on his or her transcript.

Time Limit

It is required that MHA students complete all program requirements within 6 trimesters or 24 months. An extension of up to 1 year may be requested. If the Program Director approves the extension, there is an extension fee of \$333.00 per trimester.

Tuition and Fees

See Tuition and Fees section of this catalog.

Required Core Courses

Trimester 1

- HSA 7200 - Foundations of Health Care Administration **Hours: 3**
- IPE 7000 - Introduction to Interprofessional Scholarly Studies **Hours: 3**

Trimester 2

- IPE 7050 - Evidence-Based Practice for Health Care Professionals **Hours: 3**
- IPE 7120 - Organizational Leadership and Policy in Health Care **Hours: 3**

Trimester 3

- HSA 7225 - Strategic Planning in Health Care Administration **Hours: 3**
IPE 7400 Health Care Informatics and Technology Management - Under development

Trimester 4

- HSA 7233 Revenue Cycle and Reimbursement Management - Under development
- HSA 7250 - Human Resources Management and Organizational Development in Healthcare **Hours: 3**
- HSC 7460 - Accounting and Financing for the Practice **Hours: 3**

Trimester 5

- HSA 7260 - Operations and Quality Management in Health Care **Hours: 3**
Elective Course or Specialization Course

Trimester 6

Elective course or Specialization course

HSA xxxx Capstone Project (Integrated Field Experience) - Under development

Total Credit Hours 30

Elective Courses (Minimum 6 credit hours)

- HSA 7455 - Special Topics in Professional Practice **Hours: Varies**
HSA xxxx Externship and Consultation 1-6 cr - Under development
HSA xxxx Advanced Practice in Business 3 cr - Under development
HSA xxxx Marketing and Communication in Health Care 3 cr - Under development
- HSC 7200 - Information Literacy for Evidence-Based Practice **Hours: 1**
- HSC 7470 - Legal and Regulatory Issues **Hours: 3**
- IPE 7025 - Psychosocial Strategies for Health Care **Hours: 3**
- IPE 7100 - Ethics in Health Care **Hours: 3**
- IPE 7155 - Clinical Data Analytics and Decision Support **Hours: 3**
- IPE 7200 - Cultural Competence in Healthcare **Hours: 3**
- IPE 7250 - Healthcare System Life Cycle Analysis and Design **Hours: 3**
- IPE 7421 - Interprofessional Approaches to Regional and Global Population health **Hours: 3**
IPE xxxx Entrepreneurial Strategies in Healthcare - Under development
IPE xxxx Information Management for Quality and Safety - Under development
IPE xxxx Application of Technology for Population Health and Healthcare Professional Education

Doctor

Nursing Practice (DNP)

Mission Statement

The mission of the DNP program is to prepare nurse leaders to face the growing challenges inherent in a complex and evolving health care environment through change and application of research-based findings in an effort to improve patient and organizational outcomes.

Program Learning Outcomes

Upon completion of the DNP program, graduates will be able to

- Employ the skills necessary to engage in lifelong learning through intellectual inquiry and scholarship.
- Lead and serve on interprofessional teams to promote wellness of individuals and populations.
- Deliver or direct nursing practice based on sound theoretical frameworks, best scientific evidence, clinical expertise, and in collaboration with the patient and family.
- Communicate effectively with members of the interprofessional teams; health care consumers; policy makers; and institutional, local, regional, and national health care leaders.
- Exhibit exemplary professional and ethical standards while advocating for safe, equitable, and cost-effective health care for all.

- Utilize transformational leadership, systems thinking, information technology, and clinical analytics to improve health care outcomes for individuals and diverse populations.
- Practice critical thinking and evidence-based decision making in delivering or directing nursing practice, serving as a leader in health care systems, and teaching students, colleagues, and health care consumers.

Admission Requirements

To be considered for admission, a candidate must submit the following:

- **BSN to DNP:** Bachelor of Science in Nursing (BSN) degree with cumulative GPA of 3.0 or higher on a 4.0 grade—official transcripts required
- **MSN to DNP:** Master of Science in Nursing (MSN) degree with cumulative GPA of 3.0 or higher on a 4.0 grade—official transcripts required
- An official transcript is one sent directly to the Admissions Office by the registrar of the issuing institution or one forwarded in a sealed envelope from the issuing institution.
 - BSN-DNP: Applicants must submit transcripts showing degree conferral from an associates and/or bachelor's in nursing. If select courses (usually science courses) were taken at institutions other than the degree conferring institution, USAHS may request those transcripts be submitted as well.
 - MSN-DNP: Applicants must submit transcripts showing degree conferral from a Master of Science in Nursing only.
 - The following science courses may trigger a request for transcript if not on the transcript of degree conferred for MSN and BSN-DNP applicants:
 - Anatomy and physiology
 - Pathophysiology
 - Microbiology
 - Physical assessment
 - Pharmacology
- Evidence of an unrestricted/unencumbered registered nurse (RN) license in the state of residence
- Two letters of recommendation from (1) a nurse educator familiar with your ability to do academic work and (2) an immediate supervisor (e.g., nurse manager), preceptor, or mentor familiar with your practice skills
- Current résumé or curriculum vitae
- A comprehensive background check requiring fingerprints and drug screen will be administered during the admissions process.
- Career goal statement—500 word essay describing short-term and long-term career goals and a plan to achieve them
- An interview may be requested.

If the applicant completed his or her education in a foreign country, the applicant must submit an original copy of a degree credentialing evaluation from an agency recognized by the National Association of Credential Evaluation Services (NACES). The evaluation must indicate previous education at the minimum level of a baccalaureate degree earned at an accredited college or university in the United States.

International Students Applying for Admission

Foreign-trained candidates who do not require a student visa to participate in University courses and/or degrees can be considered for admission. All instruction in the DNP program is conducted in English. USAHS does not offer English language services, including instruction. All instruction at USAHS is conducted in English. To be considered, a candidate must submit:

- Transcripts (original and a translated version, if applicable) and a credentialing evaluation from an agency recognized by the National Association of Credential Evaluation Services (NACES) that provide evidence of training at a level equivalent to that of a bachelor's degree in the United States.
- Official TOEFL (Test of English as a Foreign Language) score report if their education was completed in a language other than English or they reside in a non-English speaking country. A minimum score of 210 (computer-based testing), or 83 (IBT – Internet based testing) is required.

Notification of Status

The applicant will be notified by e-mail from the Admissions Office of his or her admission status after all required application materials have been reviewed by the Admissions Committee.

Academic Requirements

To remain in the DNP program, the student must

- maintain a minimum 3.0 GPA, and
- complete the required courses.

Program Overview

- DNP courses are offered through an enriched online experience to meet the needs of working students—allowing students to further their education while pursuing a nursing career.
- Practica are the only courses that require physical attendance. This typically occurs in a work or clinic environment specific to the area of specialty or role. Students can select an organization in their locality to meet their practicum requirements. Students also will have residency opportunities, including an international study option allowing them to develop a global perspective on health and patient care.
- USAHS offers optional residency programs to enhance the curriculum. In the courses with these optional residencies, students will have the opportunity to collaborate with classroom peers and faculty in discussions, activities, and advanced coursework.

Delivery of DNP Coursework

All coursework in the DNP program is offered in an online delivery format. IPE 7000 has an optional residency. Students are responsible for travel, lodging and meals. Practica may be completed in the student's home community.

Incomplete Coursework

If a student cannot complete the required work within the predetermined time frame, he or she will receive a grade of Incomplete (I). The student must then complete the work by the new assigned due date to receive a letter grade. No further extension will be permitted. If the student does not withdraw or complete the requirements within the approved time, the I grade will automatically become a Fail (F) on his or her transcript.

Time Limit

It is required that DNP students complete all program requirements within 2 years. An extension of up to 1 year may be requested. If the Program Director approves the extension, there is an extension fee of \$333.00 per trimester.

Practicums

The Doctor of Nursing Practice program will have two different entry points; students may enter with a Bachelor of Science in Nursing (BSN) or a Master of Science in Nursing (MSN). If students enter the DNP program with a BSN, they will complete role specialization practica as well as practica focused on leadership, evidence-based practice, and completion of their DNP scholarly program. If students enter the DNP program with an MSN, having completed their role specialization in their MSN program, their practica will be focused on leadership, evidence-based practice, and completion of their DNP scholarly program. The types of sites that will be selected for the practicums for the DNP program differ upon the role of the specialty such as hospitals and large clinics in the student's own local area but the program director or designee will approve the preceptor and the practicum site to ensure that the preceptor does have the education and expertise in the student's chosen specialty and that the practicum site can provide the required learning experiences. The students will translate synthesis of the knowledge acquired in the didactic courses to doctoral level practice in the practice setting. Practicum I, II, and III courses are 4-8 credit courses offered over 15 weeks and are 180-405 practicum clock hours.

Curriculum

BSN - DNP Nurse Executive Specialization

Trimester 1

- IPE 7000 - Introduction to Interprofessional Scholarly Studies **Hours: 3**
- IPE 7050 - Evidence-Based Practice for Health Care Professionals **Hours: 3**

Trimester 2

- IPE 7120 - Organizational Leadership and Policy in Health Care **Hours: 3**
- NUR 7160 - Theoretical and Scientific Underpinnings for Nursing Practice **Hours: 3**

Trimester 3

IPE 7400 Healthcare informatics and Technology Management 3 cr - Under development

IPE 7421 Interprofessional Approaches to Regional and Global Population Health 3 cr - Under development

Trimester 4

- HSA 7200 - Foundations of Health Care Administration **Hours: 3**
- HSA 7450 - Human Resource Management and Organizational Development and Leadership for Health Care Administration **Hours: 3**

Trimester 5

- HSA 7225 - Strategic Planning in Health Care Administration **Hours: 3**

NUR 7461 DNP Role Practicum I 4 cr - Under development

Trimester 6

- HSC 7460 - Accounting and Financing for the Practice **Hours: 3**
NUR 7462 DNP Role Practicum II 4 cr - Under development

Trimester 7

- HSA 7260 - Operations and Quality Management in Health Care **Hours: 3**
NUR 7500 Program/Project Planning and Management for Practice and Policy Change 3 cr - Under development

Trimester 8

NUR 7525 Data-Driven Evaluation and Clinical Analytics for Outcomes Improvement 3 cr - Under development

NUR 7801 DNP Practicum I 4 cr - Under development

Trimester 9

- HSC 7470 - Legal and Regulatory Issues **Hours: 3**
NUR 7802 DNP Practicum II 4 cr - Under development

Trimester 10

NUR 7803 DNP Practicum III 6 cr - Under development

Total Credits 64

BSN - DNP Nurse Informaticist Specialization

Trimester 1

- IPE 7000 - Introduction to Interprofessional Scholarly Studies **Hours: 3**
- IPE 7050 - Evidence-Based Practice for Health Care Professionals **Hours: 3**

Trimester 2

- IPE 7120 - Organizational Leadership and Policy in Health Care **Hours: 3**
- NUR 7160 - Theoretical and Scientific Underpinnings for Nursing Practice **Hours: 3**

Trimester 3

IPE 7400 Healthcare Informatics and Technology Management 3 cr - Under development

IPE 7421 Interprofessional Approaches to Regional and Global Population Health 3 cr - Under development

Trimester 4

- IPE 7155 - Clinical Data Analytics and Decision Support **Hours: 3**
- IPE 7250 - Healthcare System Life Cycle Analysis and Design **Hours: 3**

Trimester 5

IPE 7365 Information Management for Quality and Safety 3 cr - Under development

NUR 7461 DNP Role Practicum I 4 cr - Under development

Trimester 6

IPE 7495 Application of Technology for Population Health and Healthcare Professional Education 3 cr - Under development

NUR 7462 DNP Role Practicum II 4 cr - Under development

Trimester 7

- HSA 7260 - Operations and Quality Management in Health Care **Hours: 3**
NUR 7500 Program/Project Planning and Management for Practice and Policy Change cr 3 - Under development

Trimester 8

NUR 7525 Data-Driven Evaluation and Clinical Analytics for Outcomes Improvement 3 cr - Under development

NUR 7801 DNP Practicum I 4 cr - Under development

Trimester 9

- HSC 7460 - Accounting and Financing for the Practice **Hours: 3**
NUR 7802 DNP Practicum II 4 cr - Under development

Trimester 10

NUR 7803 DNP Practicum III 6 cr - Under development

Total Credits 64

MSN - DNP

Trimester 1

- IPE 7000 - Introduction to Interprofessional Scholarly Studies **Hours: 3**
- IPE 7050 - Evidence-Based Practice for Health Care Professionals **Hours: 3**

Trimester 2

- IPE 7120 - Organizational Leadership and Policy in Health Care **Hours: 3**
- NUR 7160 - Theoretical and Scientific Underpinnings for Nursing Practice **Hours: 3**

Trimester 3

IPE 7400 Healthcare Informatics and Technology Management 3 cr - Under development

IPE 7421 Interprofessional Approaches to Regional and Global Population Health 3 cr - Under development

Trimester 4

- HSA 7260 - Operations and Quality Management in Health Care **Hours: 3**
NUR 7500 Program/Project Planning and Management for Practice and Policy Change 3 cr - Under development

Trimester 5

NUR 7525 Data-Driven Evaluation and Clinical Analytics for Outcomes Improvement 3 cr - Under development

NUR 7801 DNP Practicum I 4-7 cr - Under development

Trimester 6

- HSC 7460 - Accounting and Financing for the Practice **Hours: 3**
NUR 7802 DNP Practicum II 4-7 cr - Under development

Trimester 7

NUR 7803 DNP Practicum III 4-8 cr - Under development

Total Credits 42-52

Occupational Therapy - Post Professional, OTD

Mission Statement

The mission of the OTD Post Professional program is to graduate students with advanced knowledge in practice excellence who have the leadership and clinical skills necessary to promote the profession of occupational therapy. High priority is placed on active inquiry, critical thinking, and reflective practice.

Program Learning Outcomes

Upon completion of the OTD program, graduates will demonstrate the ability to

- develop lifelong learning skills to advance the profession of occupational therapy;
- promote interprofessional relationships through collaboration and communication with members of various professions;
- integrate sound evidence-based information into the provision of professional occupational therapy best practice;
- communicate effectively orally and in writing to promote professional practice;
- integrate ethical and professional standards in the delivery of occupational therapy services;
- exhibit leadership characteristics to advance the profession of occupational therapy within local, state, and/or professional organizations; and
- apply critical reasoning skills required to advance the profession of occupational therapy.

Admission Requirements

Application to the OTD Post Professional program is open to all occupational therapists who entered the profession with a bachelor's degree or master's degree in occupational therapy from an accredited institution. It is expected that all applicants are licensed or eligible for licensure in the United States; however, those international students who are not planning to pursue licensure in the United States are exempt from this requirement. Applicants must be currently employed as an occupational therapist or have a minimum of 1 year's experience as an occupational therapist. For more details on admission, see the Admission to the University section of this catalog.

Official transcripts from all previous institutions of higher learning must be submitted directly to the University in accordance with the Application for Admission instructions.

International Students Applying for Admission

Foreign-trained candidates who do not require a student visa to participate in University courses and/or degrees can be considered for admission. USAHS does not offer English language services, including instruction. All instruction at the University is conducted in English. To enter the OTD Post Professional program, the following criteria will apply:

- Be a graduate of a program in a country that is a member of the World Federation of Occupational Therapists
- Submit transcripts (original and a translated version, if applicable) and a credentialing evaluation from an agency recognized by the National Association of Credential Evaluation Services (NACES) that provide evidence of training at a level equivalent to that of a bachelor's degree in the United States
- Submit an official TOEFL (Test of English as a Foreign Language) score report if a candidate's education was completed in a language other than English or he or she resides in a non-English speaking country: A minimum score of 210 (computer-based testing), or 83 (IBT—Internet based testing) is required.

Notification of Status

The applicant will be notified by e-mail from the Admissions Office of his or her admission status after all required application materials have been reviewed by the Admissions Committee.

Academic Requirements

To remain in the OTD Post Professional program, the student must

- maintain a minimum 3.0 GPA, and
- register for one course within 12 weeks of the date of the acceptance letter.

Program Overview

For candidates entering the program with a master's degree (MOT) from the University of St. Augustine, they are required to complete a minimum of 30 credits. For candidates who hold a master's degree* in occupational therapy or related field, a minimum of 35 credits will be required to earn the OTD Post Professional degree. The student should be able to complete this program in 2 to 3 years on a part-time basis. The candidates who hold a bachelor's degree in occupational therapy, a minimum of 60 credits will be required. The student should be able to complete this program in 3 to 4 years on a part-time basis.

The OTD Post Professional program includes several required courses depending on the student's highest previous degree. Coursework is comprised of elective courses and seminars. The University will also consider accepting graduate credits from other accredited institutions. Please refer to the transfer credit policy in this catalog for further information on transfer credits.

**The master's degree may be either the first professional degree or a post-professional degree.*

Delivery of OTD Post Professional Coursework

The delivery of the OTD coursework will be offered in a variety of formats, such as the following:

- Term-based courses
- Monthly enrollment courses
- Continuing education seminar, enhanced through completion of assignments in a distance education format

Courses are offered strictly through a distance education format. This format is presented through a variety of delivery methods, including assigned readings, videos, or via other technology.

The last course, Residency, requires students to participate in an on-campus poster demonstration of their capstone projects. This is scheduled on the day of the graduation ceremony to limit the on-campus visit to one time in the OTD Post Professional program.

Incomplete Coursework

If a student cannot complete the required work within the predetermined time frame, he or she will receive a grade of Incomplete (I). The student must then complete the work by the new assigned due date to receive a letter grade. No further extension will be permitted. If the student does not withdraw or complete the requirements within the approved time, the I grade will automatically become a Fail (F) on his or her transcript.

Time Limit

It is required that OTD Post Professional students complete all program requirements within 5 years. An extension of up to 2.5 years may be requested. If the Program Director approves the extension, there is an extension fee of \$333.00 per trimester.

Optional Certificates

Students enrolled in the OTD Post Professional program are eligible to earn the Certificate of Executive Leadership and/or the Certificate of Teaching and Learning. The certificates are earned by completing certain elective courses within the program and maintaining a minimum 3.0 GPA in those courses. Students should speak with their advisor or Program Director about the certificates and include them in their Plan of Study (POS). Courses for the Certificate of Executive Leadership include Foundations of Health Care Administration, Human Resource Management and Organizational Development and Leadership for HC Admin, Strategic Planning in Health Care Administration, Organizational Finance, Organizational Leadership and Policy in Health Care, Operations and Quality Management in Health Care. Courses for the Certificate of Teaching and Learning include Foundational Theory in Education, Curriculum Development in Health Science Education, Teaching Methods in Higher Education, Current Issues in Health Sciences Education or Evaluation of Educational Effectiveness and Teaching Online.

Tuition and Fees

See the Tuition and Fees section of this catalog.

Curriculum

Required Courses

Requirements for a tOTD candidate who holds a master's degree

- IPE 7000 - Introduction to Interprofessional Scholarly Studies **Hours: 3**
- EDF 7125 - Organizational Leadership and Policy in Health Care **Hours: 4**
- HSA 7200 - Foundations of Health Care Administration **Hours: 3**
- IPE 7050 - Evidence-Based Practice for Health Care Professionals **Hours: 3**
- OCT 7150 - Capstone I **Hours: 1**
- OCT 7400 - Residency **Hours: 1**
- OCT 7495 - The Science of Occupation **Hours: 3**
- OCT 7497 - Capstone Project **Hours: 4**

Required Courses

For the tOTD candidate who holds a bachelor's degree, an additional five courses are required.

- HSC 7200 - Information Literacy for Evidence-Based Practice **Hours: 1**
- OCT 7200 - Reflective Practice **Hours: 3**
- OCT 7470 - Clinical Integration I **Hours: 7**
- OCT 7471 - Clinical Integration II **Hours: 8**

Electives

Bachelor's degree students select a total of 16 credits; master's degree graduate students (non-USA graduates) select a total of 13 credits; MOT USA alumni select a total of 8 credits.

- BSC 7101 - Application of Motor Control and Motor Learning Theory to Neurologic Interventions **Hours: 2**
- BSC 7155 - Functional Performance in the Older Adult **Hours: 2**
- BSC 7301 - Ergonomics **Hours: 2**
- EDF 7050 - Teaching Methods in Higher Education **Hours: 3**
- EDF 7111 - Research Methods I **Hours: 3**
- EDF 7121 - Research Methods II **Hours: 3**
- EDF 7140 - Philosophy of Knowledge **Hours: 4**
- EDF 7150 - Foundations of Teaching and Learning **Hours: 4**
- EDF 7160 - Curriculum Development in Health Sciences Education **Hours: 3**
- EDF 7180 - Technology in Higher Education **Hours: 3**
- EDF 7190 - Current Issues in Health Sciences Education **Hours: 3**
- HSC 6031 - Cultural Competence **Hours: 1**
- HSC 7210 - Extremity Evaluation and Manipulation (E1) **Hours: 2**
- HSC 6034 - Metabolic Disorders **Hours: 1**
- HSC 7320 - Advancing Hand Therapy **Hours: 2**
- HSC 7401 - Pharmacology **Hours: 3**
- HSC 7413 - Orthopedic Imaging for the Upper Extremity **Hours: 2**
- HSC 7440 - Fundamentals of the Health Care Startup Business **Hours: 3**
- HSC 7460 - Accounting and Financing for the Practice **Hours: 3**
- HSC 7470 - Legal and Regulatory Issues **Hours: 3**
- HSC 7325 - School-Based Practice **Hours: 3**
- OCT 7200 - Reflective Practice **Hours: 3**
- OCT 7250 - Research Applications to Clinical Practice **Hours: 3**
- OCT 7300 - Living with Autism: Facts, Etiology, and Impact on Occupations **Hours: 3**

Total Hours Required 60

Bachelor's level

Total Hours Required 35

Master's level

Total Hours Required 30

MOT-USA alumni

Physical Therapy, tDPT

Mission Statement

The mission of the tDPT is to develop leaders in physical therapy patient examination, evaluation, intervention, and case management. Special focus is placed on the foundational sciences of anatomy and biomechanics, while enhancing the clinical reasoning and treatment skills of the student. Because this program is designed for physical therapists that work in clinical practice, it is expected that students will bring about positive improvements to the workplace as they progress through the program. This program will help to promote the profession by developing experiences that address the critical issues found in the delivery of health care today.

Program Learning Outcomes

Upon completion of the transitional tDPT program, graduates will demonstrate the ability to

- display personal and professional development and lifelong learning activities in the physical therapy profession,
- initiate collaborative relationships and communication with patients/clients and other health care providers,
- adopt evidence-based practice and informed decision making within physical therapy practice,
- exhibit effective communication skills in physical therapy practice in order to advance professional goals,
- display professional and ethical behavior in daily interactions within physical therapy practice,
- exhibit leadership skills to promote the advancement of the profession of physical therapy, and
- utilize critical thinking and reasoning skills when making decisions within physical therapy practice.

This program is designed for practitioners who will also assume leadership roles in the profession of physical therapy. The program reinforces clinical excellence. A variety of course assignments, such as multiple-choice tests, short essays, and problem-solving exercises, are used to test mastery of the learning objectives. A summary or capstone project, consisting of a case report or literature review, integrates content knowledge across program coursework. A mentored clinical residency may also be completed.

Admission Requirements

Admission to the program is open to all physical therapists who entered the profession with a bachelor's degree or master's in physical therapy from an accredited institution. It is expected that all applicants are licensed or eligible for licensure in the United States; however, those international students who are not planning to pursue licensure in the United States are exempt from this requirement. If the student plans to complete a clinical residency, he or she must be a licensed physical therapist in the state where the residency is located. For more details on admission, see the Admission to the University section of this catalog.

Official transcripts from all previous institutions of higher learning must be submitted directly to the University in accordance with the Application for Admission instructions.

International Students Applying for Admission

Foreign-trained candidates who do not require a student visa to participate in University courses and/or degree programs can be considered for admission. The University of St. Augustine for Health Sciences does not offer English language services, including instruction. All instruction at the University is conducted in English. To be considered for admission to the tDPT program, the following criteria will apply:

- The candidate must be a graduate of a program in a country that is a member of the World Confederation of Physical Therapy.
- The candidate must submit transcripts (original and a translated version, if applicable) and a credentialing evaluation from an agency recognized by the National Association of Credential Evaluation Services (NACES) that provide evidence of training at a level equivalent to that of a bachelor's degree in physical

therapy in the United States. Physical therapists who graduated from a physiotherapy program that is accredited by Physiotherapy Education Accreditation Canada (PEAC) do not need to submit a credentialing evaluation as part of the application process.

- The candidate must submit an official TOEFL (Test of English as a Foreign Language) score report if his or her education was completed in a language other than English. A minimum score of 210 (computer-based testing), or 83 (IBT—Internet based testing) is required.

Notification of Status

The applicant will be notified via e-mail from the Admissions Office of his or her admission status after review of all required application materials by the Admissions Committee.

Academic Requirements

To remain in the tDPT program, the student must

- maintain a minimum of a 2.50 GPA, and
- register for a minimum of one course within 12 weeks of the date of the acceptance letter.

Program Overview

The physical therapist holding a master's degree (first professional or post-professional) will need to complete Information Literacy for Evidence-Based Practice, Introduction to Interprofessional Scholarly Studies, and Capstone Project for nine required academic credits, and 15 elective academic credits. The tDPT program is 24 credits for the master's level students.

The physical therapist holding a bachelor's degree in physical therapy will need to complete Information Literacy for Evidence-Based Practice, Introduction to Interprofessional Scholarly Studies, Pharmacology, Imaging, Differential Diagnosis, and Capstone Project for 18 required academic credits, and will need to complete four elective academic credits and 38 clinical integration credits (Clinical Integration I, II, III, IV, and V). The tDPT program is 60 credits for the bachelor's-level students.

At the end of the educational experience, the graduate will be awarded a Doctor of Physical Therapy (DPT) degree.

The student has the choice of completing the capstone project or a mentored clinical residency with the primary goal of providing an educational experience that assists the student in focusing his or her ideas and thoughts. The capstone project may take the form of one case report or an article (literature review, perspective paper, or descriptive technical report) prepared in publishable format. The mentored clinical residency is a supervised clinical experience in the specialty area selected by the student. To earn five credits for a clinical residency, the student is required to complete a minimum of 9 to 12 months of patient care plus a minimum of 200 educational activity hours.

Process for Obtaining the Transitional DPT Degree

- Students begin by completing coursework in either a clinical specialty track, leading toward a certification, or a non-specialty clinical track of elective coursework. You may begin registering for the necessary seminars and coursework as soon as you are accepted into the program. Many credit assignments consist of an online course with required short essay assignments and unit quizzes.

- For the specialty clinical track, following completion of all certification seminars, the student may attend the Preparation and Certification Examination Week. *Completion of the certification examination is not required for degree completion.*
- For the student with a master's degree, once you have obtained 19 credits toward your degree program you will proceed to Capstone Project I and II. An assigned Faculty Advisor approves an outline of your project, and then you complete either one publishable case report or one publishable article. The advisor will review and assist with revisions as needed.
- If a clinical residency is chosen in lieu of the capstone project, the proposed residency site and mentor must meet the approval of the Program Director and residency criteria. It is recommended that students complete at least two specialty-track seminars prior to starting the residency. The approval process must begin early in the program. Contact the department for explanation of the approval process.
- For the students with a BSPT, you will proceed by completing the 51 required credits including Information Literacy for Evidence-Based Practice, Introduction to Interprofessional Scholarly Studies, Pharmacology, Differential Diagnosis for the Therapist, Imaging, and Clinical Integration courses I–V, and four elective credits. Upon completion of 55 credits, you may begin work on Capstone Project I and II. An assigned Faculty Advisor approves an outline of your project, and then you complete either one publishable case report or one publishable article. The advisor will review and assist with revisions as needed.

Delivery of Coursework

Courses in the tDPT program are offered in a variety of formats. In some cases as noted in the course description, a prerequisite for a course may be completion of a continuing education seminar. This learning experience is then enhanced through completion of assignments. These assignments are submitted to the University for grading in a specified time frame according to the course syllabus.

Other courses are offered strictly through a distance education online course format. No seminar attendance is required and all learning activities are completed at a distance. Each course has a variety of learning activities that must be completed and graded to receive credit for the course.

Course Time Limits

There will be a due date for all course assignments. In most courses, this will be 8 to 15 weeks. The academic calendar for the University is divided into 3 trimesters: spring, summer, and fall. Trimester periods are denoted on the Academic Calendar.

Incomplete Coursework

If, for reasons acceptable to the instructor, a student cannot complete the required work within the pre-determined time frame, he or she will receive the grade of Incomplete (I). The student must then complete the work within 15 weeks of the due date to receive a letter grade. No further extension will be permitted. If the student does not withdraw or complete the requirements within the approved time, the I grade will automatically become a Fail (F) on his or her transcript.

Time Limit

It is required that students complete all requirements within 4 years. An extension of up to 2 years may be requested. If the Program Director approves the extension, there is an extension fee of \$333.00 per trimester.

Optional Certificates

Students enrolled in the tDPT program are eligible to earn the Certificate of Executive Leadership and/or the Certificate of Teaching and Learning. The certificates are earned by completing certain elective courses within the program and maintaining a minimum 3.0 GPA in those courses. Students should speak with their advisor or Program Director about the certificates and include them in their Plan of Study (POS). Courses for the Certificate of Executive Leadership include Foundations of Health Care Administration, Human Resource Management and Organizational Development and Leadership for HC Admin, Strategic Planning in Health Care Administration, Organizational Finance, Organizational Leadership and Policy in Health Care, and Operations and Quality Management in Health Care. Courses for the Certificate of Teaching and Learning include Foundational Theory in Education, Curriculum Development in Health Science Education, Teaching Methods in Higher Education, Current Issues in Health Sciences Education, or Evaluation of Educational Effectiveness and Teaching Online.

Tuition and Fees

See Tuition and Fees section of this catalog.

Curriculum

Required Courses

(Applicant with a Master's Degree)

- Specialization or non-specialization elective courses **Hours: 15**
- HSC 7200 - Information Literacy for Evidence-Based Practice **Hours: 1**
- IPE 7000 - Introduction to Interprofessional Scholarly Studies **Hours: 3**

- PHT 7496 - Capstone Project I **Hours: 1** *and*
- PHT 7497 - Capstone Project II **Hours: 4**
or
- PHT 6498 - Clinical Residency **Hours: 5**

Total Hours 24

Required Courses

(Applicant with a Bachelor's Degree)

- HSC 7400 - Differential Diagnosis **Hours: 3**
- HSC 7200 - Information Literacy for Evidence-Based Practice **Hours: 1**
- IPE 7000 - Introduction to Interprofessional Scholarly Studies **Hours: 3**
- PHT 6303 - Imaging for Physical Therapy **Hours: 2**
- HSC 7401 - Pharmacology **Hours: 3**
- Specialization or non-specialization elective courses **Hours: 4**

- PHT 7496 - Capstone Project I **Hours: 1** *and*
- PHT 7497 - Capstone Project II **Hours: 4**

or

- PHT 6498 - Clinical Residency **Hours: 5**
- PHT 7470 - Clinical Integration I: Reflective Practice **Hours: 8**
- PHT 7472 - Clinical Integration II: Lifelong Learning/Continuing Competence **Hours: 8**
- PHT 7473 - Clinical Integration III: Teaching Strategies **Hours: 8**
- PHT 7474 - Clinical Integration IV: Leadership **Hours: 8**
- PHT 7475 - Clinical Integration V: Mentoring in Physical Therapy Practice **Hours: 6**

Total Hours 60

Certifications Tracks

Students may choose elective credits as needed from a track.

Manual Therapy Track

**FCO, while not required for certification, is highly recommended.*

- BSC 7001 - Foundations of Clinical Orthopaedics **Hours: 3 ***
- PHT 7201 - Introduction to Spinal Evaluation and Manipulation (S1) **Hours: 3**
- HSC 7210 - Extremity Evaluation and Manipulation (E1) **Hours: 2**
- PHT 7211 - Extremity Integration (E2) **Hours: 2**
- PHT 7220 - Myofascial Manipulation (MF1) **Hours: 3**
- PHT 7202 - Advanced Evaluation and Manipulation of the Pelvis, Lumbar and Thoracic Spine (S2) **Hours: 2**
- PHT 7203 - Advanced Evaluation and Manipulation of the Craniofacial, Cervical and Upper Thoracic Spine (S3) **Hours: 3**
- PHT 7204 - Functional Analysis and Management of the Lumbo-Pelvic-Hip Complex (S4) **Hours: 2**
- PHT 7250 - Preparation/Certification in Manual Therapy **Hours: 3**

Primary Care Track

**FCO, while not required for certification, is highly recommended.*

- BSC 7001 - Foundations of Clinical Orthopaedics **Hours: 3 ***
- PHT 7201 - Introduction to Spinal Evaluation and Manipulation (S1) **Hours: 3**
- HSC 7210 - Extremity Evaluation and Manipulation (E1) **Hours: 2**
- HSC 7400 - Differential Diagnosis **Hours: 3**
- HSC 7401 - Pharmacology **Hours: 3**
- PHT 7115 - Introduction to Primary Care **Hours: 2**
- PHT 6303 - Imaging for Physical Therapy **Hours: 2**
- PHT 7850 - Preparation/Certification in Primary Care **Hours: 3**

Craniofacial Track

**FCO, while not required for certification, is highly recommended.*

- BSC 7001 - Foundations of Clinical Orthopaedics **Hours: 3 ***
- PHT 7201 - Introduction to Spinal Evaluation and Manipulation (S1) **Hours: 3**
- PHT 7203 - Advanced Evaluation and Manipulation of the Craniofacial, Cervical and Upper Thoracic Spine (S3) **Hours: 3**
- PHT 7331 - Evaluation and Treatment of the Craniomandibular System (CF1) **Hours: 2**
- PHT 7332 - Intermediate Craniofacial (CF2) **Hours: 3**
- PHT 7333 - Advanced Craniofacial (CF3) **Hours: 3**
- PHT 7334 - State of the Art Craniofacial **Hours: 1**
- PHT 7350 - Preparation/Certification in Craniofacial Mandibular **Hours: 3**

Elective Courses (Non-Specialty Track)

*Courses designated as a DPT level course in the post-professional course listing in this Catalog may be taken as an elective.

- BSC 7101 - Application of Motor Control and Motor Learning Theory to Neurologic Interventions **Hours: 2**
- BSC 7155 - Functional Performance in the Older Adult **Hours: 2**
- BSC 7301 - Ergonomics **Hours: 2**
- EDF 7050 - Teaching Methods in Higher Education **Hours: 3 ***
- EDF 7125 - Organizational Leadership and Policy in Health Care **Hours: 4 ***
- EDF 7140 - Philosophy of Knowledge **Hours: 4**
- EDF 7150 - Foundations of Teaching and Learning **Hours: 4 ***
- EDF 7160 - Curriculum Development in Health Sciences Education **Hours: 3 ***
- EDF 7180 - Technology in Higher Education **Hours: 3**
- EDF 7190 - Current Issues in Health Sciences Education **Hours: 3 ***
- HSA 7200 - Foundations of Health Care Administration **Hours: 3 ***
- HSC 6031 - Cultural Competence **Hours: 1**
- HSC 6034 - Metabolic Disorders **Hours: 1**
- HSC 7320 - Advancing Hand Therapy **Hours: 2**
- HSC 7325 - School-Based Practice **Hours: 3**
- HSC 7360 - Spinal Instability **Hours: 2**
- HSC 7400 - Differential Diagnosis **Hours: 3**
- HSC 7440 - Fundamentals of the Health Care Startup Business **Hours: 3**
- HSC 7460 - Accounting and Financing for the Practice **Hours: 3**
- HSC 7470 - Legal and Regulatory Issues **Hours: 3**
- IPE 7050 - Evidence-Based Practice for Health Care Professionals **Hours: 3**
- HSC 7325 - School-Based Practice **Hours: 3**
- PHT 6030 - Consultation, Screening, and Delegation **Hours: 1**
- PHT 6032 - Cognition and Perception **Hours: 1**
- PHT 6033 - Basic Assessment and Intervention of Integument **Hours: 1**
- PHT 6035 - Professionalism: Legal and Ethical Issues in Physical Therapy **Hours: 2**
- PHT 6037 - Environmental Barriers **Hours: 1**
- PHT 6038 - The Physical Therapist as Educator **Hours: 2**

Education, EdD

Mission Statement

The EdD program provides a multidisciplinary environment to build skills in leadership, academic preparation, and enhancement of health sciences education provision through innovative and individualized education.

Program Learning Outcomes

Upon completion of the EdD program, the graduate will demonstrate the ability to

- engage in advanced scholarly reflection, inquiry, research, and activities that contribute to a lifetime of scholarship as a doctor of education;
- apply interdisciplinary approaches to the acquisition and delivery of educational theory and practice, in collaboration with other professionals;
- evaluate and create educational interventions and best practice, based on evidence from advances in diverse scholarly disciplines;
- formulate scholarly arguments on matters of teaching and learning based on grounded empirical and theoretical evidence and dialogue;
- defend a teaching philosophy against the grounded empirical and theoretical evidence of educational psychology and applied ethics;
- apply teaching and learning principles for the development of educational interventions in classroom- or clinical-based settings to foster leadership in professional arenas; and
- contribute to the rigorous analysis and production of scholarly works through the evaluation and production of scholarly research capable of publication in refereed journals and at conferences.

Admission Requirements

To be considered for admission to the EdD program, a candidate must have completed a master's degree (MS, MA, MOT, MPT) or a clinical doctorate (OTD, DPT, etc.) and must be currently licensed, practicing, or teaching in an academic setting.

All students entering the EdD program must undergo an application/admission process. Documents that must be submitted include the following:

- Application for Admission
- Official transcripts from all previous institutions of higher learning
- Two recommendations from professional colleagues
- Writing assessment
- Current résumé or curriculum vitae
- Copy of professional license, if applicable

International Students Applying for Admission

Foreign-trained candidates who do not require a student visa can be considered for admission. USAHS does not offer English language services, including instruction. All instruction at the University is conducted in English. To apply for admission, foreign-trained candidates must submit the following, in addition to the items listed above:

- Transcripts (original and a translated version, if applicable) and a credentialing evaluation from an agency recognized by the National Association of Credential Evaluation Services (NACES) that provides evidence of training at a level equivalent to that of a master's degree earned at an accredited institution in the United States.
- An official TOEFL (Test of English as a Foreign Language) score report, if education was completed in a language other than English. A minimum score of 210 (computer-based testing), or 83 (IBT—Internet based testing) is required.

Notification of Status

Each applicant will be notified by e-mail from the Admissions Office of his or her admission status after all required application materials have been reviewed by the Admissions Committee. Qualified candidates may be invited to participate in an interview.

Each student who is admitted to the program must successfully complete the Introduction to Doctoral Studies course in order to fully matriculate in the EdD program.

Program Overview

The EdD program consists of 60 credit hours and it is estimated that students will complete the program in 3 to 5 years. Thirty-nine credits of the total 60 are considered core coursework and are required. From there each student is provided the opportunity to complete elective courses with emphasis on education and teaching.

Delivery of Coursework

Courses in the EdD program are offered in an online format. The online courses consist of Web-based text with extensive graphics, videos, and audio clips. There are opportunities provided for faculty-to-student and student-to-student synchronous and asynchronous interactive collaboration via bulletin board assignments, chat rooms, and e-mail.

Active Status and Academic Requirement

To remain active in the EdD program, the student must

- begin the program in the trimester for which he or she was admitted by registering for and completing at least one course;
- register for and complete a minimum of 12 credits, or fewer with written permission of the Program Director, each ensuing full calendar year and complete those courses within the prescribed period;
- maintain timely and effective communication with the program office; and
- maintain a minimum 3.0 GPA.

Incomplete Coursework

If a student cannot complete the required work within the predetermined time frame, he or she will receive a grade of Incomplete (I). The student must then complete the work by the new assigned due date to receive a letter grade. No further extension will be permitted. If the student does not withdraw or complete the requirements within the approved time, the I grade will automatically become a Fail (F) on his or her transcript.

Time Limit

Students must complete all EdD program requirements within 5 years. An extension of up to 2.5 years may be requested. If the Program Director approves the extension, there is an extension fee of \$333.00 per trimester.

Tuition and Fees

See the Tuition and Fees section of this catalog.

Curriculum

Required Core Courses

- IPE 7000 - Introduction to Interprofessional Scholarly Studies **Hours: 3**
- EDF 7050 - Teaching Methods in Higher Education **Hours: 3**
- EDF 7111 - Research Methods I **Hours: 3**
- EDF 7121 - Research Methods II **Hours: 3**
- EDF 7171 - Motivational Theory in Health Care Education **Hours: 3**
- EDF 7175 - Foundational Theories in Education **Hours: 3**
**Course may be applied to the Teaching and Learning Specialization.*
- EDF 7200 - Residency I **Hours: 2**
- EDF 7225 - Residency II **Hours: 2**
- EDF 7325 - Dissertation Research Preparation **Hours: 4**
- EDF 7870 - Dissertation **Hours: 12**

Total Core Hours 38

Elective courses (Choose 22 credits)

General Elective Courses

- EDF 7180 - Technology in Higher Education **Hours: 3**
- EDF 7190 - Current Issues in Health Sciences Education **Hours: 3**
- EDF 7250 - Teaching Internship **Hours: Variable**
- HSC 7200 - Information Literacy for Evidence-Based Practice **Hours: 1**

Athletic Training Specialization Courses

- ATP 7050 - Cultural Competency **Hours: 3**
- ATP 7100 - Advanced Topics: Ethics in Health Care **Hours: 3**
- ATP 7130 - Evidence Based Injury Prevention **Hours: 3**
- ATP 7255 - Concussion in Sport **Hours: 3**
- ATP 7280 - Psychosocial Strategies for Patient Care **Hours: 3**

Teaching and Learning Specialization Courses

- EDF 7010 - Teaching Online **Hours: 1**
- EDF 7140 - Philosophy of Knowledge **Hours: 4**
- EDF 7160 - Curriculum Development in Health Sciences Education **Hours: 3**
- EDF 7180 - Technology in Higher Education **Hours: 3**
- EDF 7182 - Innovations in Healthcare Education **Hours: 3**
- EDF 7190 - Current Issues in Health Sciences Education **Hours: 3**
- EDF 7250 - Teaching Internship **Hours: Variable**
- EDF 7260 - Assessment and Evaluation in Health Professions Education **Hours: 3**

Executive Leadership Specialization Course

- HSA 7200 - Foundations of Health Care Administration **Hours: 3**
- HSA 7250 - Human Resources Management and Organizational Development in Healthcare **Hours: 3**
- HSA 7260 - Operations and Quality Management in Health Care **Hours: 3**
- HSC 7460 - Accounting and Financing for the Practice **Hours: 3**
- IPE 7120 - Organizational Leadership and Policy in Health Care **Hours: 3**
- IPE 7133 - Strategic Planning in Healthcare Administration **Hours: 3**

Nurse Educator Elective Courses

- EDF 7182 - Innovations in Healthcare Education **Hours: 3**
NUR xxxx Contemporary Topics in Nursing Education - Under development
NUR xxxx Legal & Ethical Consideration in Nursing Education - Under development
NUR xxxx Leadership in Nursing Education - Under development
- EDF 7260 - Assessment and Evaluation in Health Professions Education **Hours: 3**

Total Hours Required 60

Health Science, DHSc

This program is no longer enrolling students.

Mission Statement

The DHSc degree is focused on teaching students to comprehend and adapt scientific knowledge and apply it in a manner that exemplifies clinical excellence. The DHSc degree shall prepare health care professionals to become leaders in the areas of clinical practice and academia through the development of advanced and concentrated practice skills. The degree will assist students in making meaningful contributions in their respective professions.

Program Learning Outcomes

Upon completion of the DHSc program, the graduate will demonstrate the ability to

- demonstrate scholarly writing skills;
- demonstrate pedagogically sound presentation skills;
- demonstrate advanced research skills directed toward the understanding of the current body of research and knowledge in a given field of health and clinical sciences;
- demonstrate the ability to think logically, critically, creatively, and independently;
- develop proficiency in assembling, synthesizing, and presenting knowledge through the use of technological and other information services;
- comprehend the critical elements in the role and scope of health sciences and clinical education;
- develop knowledge of fundamental concepts from which one can develop a rational and systematic approach to solving problems in health sciences and clinical education;
- demonstrate the ability to conceptualize individual activities with a sense of independence in discovering information, fostering new ideas, and solving health sciences and clinical education problems; and
- synthesize and apply knowledge in the form of a scholarly project.

Admission Requirements

Admission is open to physical and occupational therapists who have a master's degree or a clinical doctoral degree (DPT, OTD, etc.) and are currently licensed and/or practicing in their profession.

All students entering the DHSc program must undergo an application/admission process. Documents that must be submitted include the following:

- Application for Admission
- Official transcripts from all previous institutions of higher learning
- Two recommendations from professional colleagues
- Writing assessment
- Current résumé or curriculum vitae
- Copy of professional license, if applicable

International Students Applying for Admission

Foreign-trained candidates who do not require a student visa can be considered for admission. The University of St. Augustine for Health Sciences does not offer English language services, including instruction. All instruction at the University is conducted in English. To apply for admission, foreign-trained candidates must submit the following, in addition to the items listed above:

- Transcripts (original and a translated version, if applicable) and a credentialing evaluation from an agency recognized by the National Association of Credential Evaluation Services (NACES) that provides evidence of training at a level equivalent to that of a master's degree earned at an accredited institution in the United States.
- An official TOEFL (Test of English as a Foreign Language) score report, if education was completed in a language other than English. A minimum score of 210 (computer-based testing), or 83 (IBT—Internet based testing) is required.

Notification of Status

Each applicant will be notified by e-mail from the Admissions Office of his or her admission status after all required application materials have been reviewed by the Admissions Committee. Qualified candidates may be invited to participate in an interview.

Each student who is admitted to the program must successfully complete the Introduction to Interprofessional Scholarly Studies or Introduction to Doctoral Studies course in order to fully matriculate in the DHSc program.

Program Overview

Students must complete a total of 60 credits. There are 49 required credits of core courses included in the curriculum. Of these 49 credits, 15 credits are based on clinical coursework and credit can be obtained for certifications, residency, or fellowship programs. The additional 11 credits are completed through electives, independent studies, teaching internships, or a combination of all three.

Courses in the DHSc program are offered in several formats. Students will take part in designing a curriculum that can be online, in weekend seminar format, or a combination of both. There are two required doctoral residencies. Students are responsible for travel, lodging and meals.

Delivery of Coursework

Courses in the DHSc program are offered in a distance format (excluding seminar attendance). The online courses consist of Web-based text with extensive graphics, videos, and audio clips. There are opportunities provided for faculty-to-student and student-to-student synchronous and asynchronous interactive collaboration via bulletin board assignments, chat rooms, and e-mail.

Active Status and Academic Requirement

To remain active in the DHSc program, the student must

- begin the program in the trimester for which he or she was admitted by registering for and completing at least one course;
- register for and complete a minimum of nine credits, or fewer with written permission of the Program Director, each ensuing full calendar year and complete those courses within the prescribed period;
- maintain timely and effective communication with the program office; and
- maintain a minimum 3.0 GPA.

Incomplete Coursework

If a student cannot complete the required work within the predetermined time frame, he or she will receive a grade of Incomplete (I). The student must then complete the work by the new assigned due date to receive a letter grade. No further extension will be permitted. If the student does not withdraw or complete the requirements within the approved time, the I grade will automatically become a Fail (F) on his or her transcript.

Time Limit

Students must complete all DHSc program requirements within 5 years. An extension of up to 2.5 years may be requested. If the Program Director approves the extension, there is an extension fee of \$333.00 per trimester.

Tuition and Fees

See Tuition and Fees section of this catalog.

Curriculum

Required Courses

- IPE 7000 - Introduction to Interprofessional Scholarly Studies **Hours: 3**
- EDF 7111 - Research Methods I **Hours: 3**
- EDF 7121 - Research Methods II **Hours: 3**
- EDF 7125 - Organizational Leadership and Policy in Health Care **Hours: 4**
- EDF 7150 - Foundations of Teaching and Learning **Hours: 4**
- EDF 7200 - Residency I **Hours: 2**
- EDF 7225 - Residency II **Hours: 2**
- EDF 7861 - Dissertation I **Hours: 3**
- EDF 7862 - Dissertation II **Hours: 3**
- EDF 7863 - Dissertation III **Hours: 3**
- EDF 7864 - Dissertation IV **Hours: 3**

Total Hours 37

Clinical Courses

(Course examples are included below. Other courses available include the manual therapy series, craniomandibular series, gerontology, pediatrics, and other advanced clinical options.)

- BSC 7001 - Foundations of Clinical Orthopaedics **Hours: 3**
- BSC 7101 - Application of Motor Control and Motor Learning Theory to Neurologic Interventions **Hours: 2**
- BSC 7155 - Functional Performance in the Older Adult **Hours: 2**
- BSC 7301 - Ergonomics **Hours: 2**
- HSC 7210 - Extremity Evaluation and Manipulation (E1) **Hours: 2**
- HSC 7300 - Imaging for Physical and Occupational Therapists **Hours: 3**
- HSC 7320 - Advancing Hand Therapy **Hours: 2**
- HSC 7360 - Spinal Instability **Hours: 2**
- HSC 7400 - Differential Diagnosis **Hours: 3**
- HSC 7401 - Pharmacology **Hours: 3**
- HSC 7413 - Orthopedic Imaging for the Upper Extremity **Hours: 2**
- PHT 7220 - Myofascial Manipulation (MF1) **Hours: 3**

Total Hours 15

Elective Courses

- EDF 7160 - Curriculum Development in Health Sciences Education **Hours: 3**
- EDF 7180 - Technology in Higher Education **Hours: 3**
- EDF 7190 - Current Issues in Health Sciences Education **Hours: 3**
- EDF 7140 - Philosophy of Knowledge **Hours: 4**
- EDF 7250 - Teaching Internship **Hours: Variable**
- HSC 6034 - Metabolic Disorders **Hours: 1**
- HSC 7200 - Information Literacy for Evidence-Based Practice **Hours: 1**

Total Hours 8

Total Hours Required 60

Certification

Clinical Orthopaedic Residency

The Clinical Orthopaedic Residency offers physical therapists the opportunity to enhance their clinical skills through post-professional training in examination, evaluation, clinical reasoning, manual therapy skills, and patient management based upon the practice dimensions described in the Description of Specialty Practice for Orthopaedic Physical Therapy.

Participants can also earn academic credit toward the tDPT or EdD programs at the University of St. Augustine.

Program Basics

- Length of residency: Minimum of 12 months; maximum of 36 months
- Prerequisites: Licensed or eligible for licensure
- Patient-care hours: 1,030
- Mentored hours: 160 (1:1 hours)
- Location: Any qualified clinic in the United States
- Curriculum: Online and seminars
- Journal club: Attend 12 and must lead three (online or in clinic)
- Case rounds: Attend and present at 12 case rounds (online or in clinic)
- Case presentations: Attend and present three case presentations
- Conference requirement: Attend one professional conference
- Scholarly requirement: Submit one poster presentation
- When can I start? Terms and didactic coursework begin January, May, and September; clinical start time is flexible

Mission Statement

The mission of the Clinical Orthopaedic Residency program at the University of St. Augustine is to graduate physical therapists who have achieved competency of skills in both clinical and didactic learning in orthopaedic physical therapy.

Program Learning Outcomes

The following are the goals and outcomes for the Orthopaedic Physical Therapy Residency program of University of St. Augustine for Health Sciences:

- The graduate of the Orthopaedic Residency program will achieve competency in orthopaedic clinical practice.
- The Orthopaedic Residency program will maintain the standards and enhance the development of clinical mentors for the residency program.
- The Orthopaedic Residency program will ensure standards of the orthopaedic residency as per the APTA accrediting process.

Admission Requirements

All applicants to the Clinical Orthopaedic Residency program must complete an application/admissions process. This residency program is intended for recent graduates, as well as clinicians who want to accelerate their current clinical orthopaedic knowledge and skill. Applicants must be licensed or eligible for licensure and must be licensed before starting the program.

APTA now has a centralized application system for residencies and fellowships: RF-PTCAS. You may apply to USAHS's Clinical Orthopaedic Residency through RF-PTCAS.

Documents that must be submitted include the following:

- RF-PTCAS Application for Admission
- Essay
- Official transcripts from all previous institutions of higher learning
- Two references from professional colleagues
- Current résumé which lists continuing education involvement and professional publications
- Copy of professional state license
- Current photograph

Program Requirements

USAHS's Clinical Orthopaedic Residency is a demanding clinical and didactic learning experience, designed to graduate physical therapists with competency of skills in orthopaedic physical therapy.

Clinical

- A minimum of 1,030 patient-care hours including treatment in the following body regions: cervical spine, thoracic spine, lumbar spine, pelvis - SI, craniomandibular, hip, knee, ankle, foot, shoulder, elbow, wrist, and hand
- 160 hours (over the duration of the residency) of one-on-one mentoring in the clinic with a qualified and approved mentor

Applicants may choose to pursue their Orthopaedic Residency in the clinic where they currently work or find a position within a qualified and approved clinic anywhere in the United States.

Didactic

The didactic portion of the orthopaedic residency is based upon six APTA Orthopaedic section monoliths. The curriculum covers examination, evaluation, and treatment of common orthopaedic conditions and is organized into three terms: Spine, Upper Extremity, and Lower Extremity.

Additional Requirements

- Participate in 12 journal clubs; lead three (online or in the clinic)
- Participate and lead 12 case rounds (online or in the clinic)
- Complete health care observations, mentored clinical exams, and clinical skills checklists
- Present three formal case presentations
- Attend three residency skills labs (one per term: Spine, Upper Extremity, Lower Extremity)
- Attendance at one professional conference
- Produce a scholarly product which is disseminated to the professional community (e.g., poster and/or platform presentation, publication in peer reviewed journal)
- Opportunity to teach and mentor entry-level DPT students, depending on location and if desired

Instructional mediums will include individual study of curriculum, case scenarios, written and online examination, interactive Web-based learning experiences, group discussions and review, and one weekend lab session each term.

Program Tuition and Fees

- RF-PTCAS application fee
- Administrative fee: \$10,000.00 for the duration of the program
- APTA Monoliths (curriculum): \$410.00
- Cost of APTA/Ortho Section membership dues
- Cost of attendance and travel to the Clinical Instructor (CI) Credentialing Course and professional conference
- Cost of travel to the three required residency skills labs on the St. Augustine, Florida, campus
- Cost of malpractice insurance
- Residents will be mentored in an outpatient orthopaedic clinic by a qualified mentor while completing didactic components: If applicable, mentor fees for clinical mentoring are negotiated between resident and mentor.

Accreditation

The Clinical Orthopaedic Residency program was accredited by ABPTRFE in 2016.

Orthopaedic Manual Physical Therapy Fellowship

The Orthopaedic Manual Physical Therapy Fellowship at the University of St. Augustine for Health Sciences offers practicing physical therapists the opportunity to enhance their manual physical therapy skills through a focused curriculum with advanced clinical and didactic instruction that is intensive and extensive.

Participants can also earn academic credit toward the transitional DPT, EdD, or DHSsc programs at the University of St. Augustine.

Program Basics

- Length of Fellowship: Minimum of 12 months; maximum of 36 months
- Prerequisites: E1 and S1 seminars; 2 years' clinical experience in orthopaedics or completion of an accredited orthopaedic residency
- Patient-care hours: 440
- Mentored hours: 160 (1:1 hours)
- Location: Any qualified clinic in the United States
- Curriculum: Online and seminars
- Journal club: Attend 12 and must lead three (online or in clinic)
- Case rounds: Attend and present at 12 case rounds (online or in clinic)
- Conference requirement: Attend one American Academy of Orthopaedic Manual Physical Therapists (AAOMPT) conference
- Scholarly requirement: Submit one poster presentation
- When can I start? Terms begin three times per year (January, May, and September).

Mission Statement

The mission of the Orthopaedic Manual Physical Therapy Fellowship program at USAHS is to graduate physical therapists who have achieved advanced competency of skills in both clinical and didactic learning in orthopaedic manual physical therapy.

Program Learning Outcomes

The goal of USAHS' Orthopaedic Manual Physical Therapy Fellowship program is to supply a mentored process of learning that achieves advanced clinical specialty skills for both psychomotor and didactic learning, that facilitates enhancement of decision making through critical thinking and problem solving, and through which the mentor enhances the therapist's ability to be an independent, active learner.

At the completion of the Orthopaedic Manual Physical Therapy Fellowship program of USAHS, the fellow graduate will

- apply advanced skills for examination of orthopaedic patient cases;
- analyze the outcomes of the patient examination to formulate an evaluation statement;
- apply and modify advanced skills for intervention of orthopaedic patient cases;
- plan and implement physical therapy management strategies, which take into consideration preventative aspects of patient documentation and employment needs of the patient;
- plan and implement physical therapy management strategies, which relate directly to functional improvement;
- demonstrate appropriate decision making for patient care;
- apply evidence based practice with patient care;
- formulate a research investigation;
- communicate effectively with patient and patient-related services and administrative personnel;
- identify strengths and weakness in his or her learning environment through reflective thinking and appropriate communications;
- apply an ethical standard of clinical practice; and
- apply to become a Fellow of AAOMPT.

Admission Requirements

All applicants to the Orthopaedic Manual Physical Therapy Fellowship program must undergo an application/admission process. The Orthopaedic Manual Physical Therapy Fellowship program is open to any physical therapist who has a minimum of 2 years of clinical practice in orthopaedics or has completed an APTA-accredited Orthopaedic Residency and has completed the USAHS E1 and S1 seminars.

APTA now has a centralized application system for residencies and fellowships, RF-PTCAS. Candidates must apply to USAHS' Orthopaedic Manual Physical Therapy Fellowship through RF-PTCAS.

Documents that must be submitted include the following:

- RF-PTCAS Application
- Essay
- Official transcripts from all previous institutions of higher learning
- Two references from professional colleagues
- Current résumé which lists continuing education involvement and professional publications
- Copy of professional state license
- Current photograph

Responsibility and Learning Activities

USAHS' Orthopaedic Manual Physical Therapy Fellowship is a demanding clinical and didactic learning experience designed to graduate physical therapists with advanced competency in manual physical therapy.

Participants are responsible for their progress in the fellowship program. Expected learning experiences will be developed at the beginning of the fellowship during discussions between the participant and the clinical faculty. However, both the faculty and participant must remain flexible to possible changes that may occur in the schedule.

Clinical

- A minimum of 440 patient care hours—examination and treatment will cover the following body regions: cervical spine, thoracic spine, lumbar spine, pelvis - SI, craniomandibular, hip, knee, ankle, foot, shoulder, elbow, wrist, and hand.
- 160 hours of one-on-one mentoring (over the duration of the fellowship) in the clinic with a qualified and approved mentor

Applicants may choose to pursue their Orthopaedic Manual Physical Therapy Fellowship in the clinic where they currently work or find a position within a qualified and approved clinic anywhere in the United States.

Didactic

The didactic portion of the fellowship focuses on advanced training in examination, evaluation, clinical reasoning, orthopaedic manual physical therapy, and patient management based upon the practice dimensions described in the Advanced Description of Specialty Practice for Orthopaedic Physical Therapy and the AAOMPT Education Standards of Practice.

Expected learning experiences will be developed at the beginning of the fellowship during discussions between the participant and the clinical faculty.

Examples of potential courses include the following:

- Research for the Clinician
- Foundations of Clinical Orthopaedics
- Dry Needling
- Professional Presentations
- Educational Theory
- Basic Craniofacial
- Pain Science
- Professional Development Portfolio
- Practicum
- Imaging
- Cultural Competence
- Perspectives in Practice
- Clinical Instructor Credentialing
- E1: Extremity Evaluation and Manipulation; E2: Extremity Integration
- S1: Intro to Spinal Evaluation and Manipulation; S2: Advanced Evaluation and Manipulation of Lumbar Thoracic Spine; S3: Advanced Evaluation and Manipulation of Craniofacial, Cervical and Upper Thoracic Spine; S4: Functional Analysis and Management of Lumbo-Pelvic-Hip Complex
- MF1: Myofascial Manipulation
- Manual Therapy Certification or Review
- Thrust
- Imaging Seminar
- Craniofacial I or Advanced Craniofacial
- Spinal Instability
- APTA CI Credentialing course

Additional Requirements

- Participate in 12 journal clubs; lead three (online or in the clinic)
- Participate and lead 12 case rounds (online or in the clinic)
- Present three formal case presentations
- Attend Manual Therapy Certification review week or three residency skills labs (one per term: Spine, Upper Extremity, Lower Extremity)
- Attend one AAOMPT conference
- Complete health care observations, mentored clinical exams, and clinical skills checklists
- Complete a professional communications project
- Produce a scholarly product which is disseminated to the professional community (e.g., poster and/or platform presentation, publication in peer reviewed journal)
- Opportunity to teach and mentor entry-level DPT students, depending on location and if desired

Program Tuition and Fees

- RF-PTCAS application fee
- Administrative cost of \$12,000.00 if the applicant has already taken Manual Therapy Certification, and \$15,000 if the applicant has not yet taken Manual Therapy Certification for the duration of the program
- Cost of APTA and AAOMPT membership dues

- Cost of attendance and travel to a Clinical Instructor (CI) Credentialing Course and an AAOMPT conference
- Cost of malpractice insurance

Fellows in training will be mentored in a qualified clinic by an approved mentor while completing didactic components. If applicable, mentor fees for clinical mentoring are negotiable between fellow and mentor.

Accreditation

The Orthopaedic Manual Physical Therapy Fellowship program was reaccredited by ABPTRFE in 2013.

Division of Continuing Professional Education

General

While the University supports clinical specialization, it also supports cross-disciplinary and multiskilled practices. The University offers its seminars to multiple professionals—provided their education and licensure enable them to use the instruction provided. Admission to continuing professional education seminars is open to all appropriately licensed health care professionals.

While every effort is made to allow therapists to attend any seminar of their choosing, certain advanced seminars require prerequisite seminars. Additionally, seminars are structured to be integrated with specialty certifications, and transitional and post-professional advanced degree programs. The University reserves the right to restrict attendance to only those professionals whom it determines have appropriate qualifications. Health practitioners other than physical and occupational therapists (e.g., MDs, Physical Therapy Assistant (PTAs), Occupational Therapy Assistant (OTAs)) may attend selected seminars, provided their license enables them to practice the content of the seminar. Professional licensure required for specific seminars is published elsewhere in this Catalog and in seminar brochures.

The University has long held that continuing education should be structured toward a meaningful goal. To meet professional development goals, certification programs offer a series of seminars, which culminate in a comprehensive examination (written, oral, and practical testing to define competency in the selected clinical area). Certifications are an integral part of the University's transitional and post-professional degrees.

Certification Preparation and Exam is a 6-day process which provides a review and update of the content of each prerequisite seminar. The objective is the safe application and interpretation of advanced clinical skills. Results are confidential. Only the names of those who pass are published with written authorization. Some attend the week purely for the value of review. Some attend more than twice before taking the exams. Those who do not satisfactorily complete all the components of the certification process may be retested.

Seminars leading to certification may be taken for either CEUs or toward graduate credit. Graduate credit is earned by completing distance education coursework after attending the seminars. CEUs are awarded for seminar course attendance unless students register for graduate credit. CEUs are invalid once students register in the distance education portion of the seminar course for academic credit. This policy is disclosed on continuing education certificates. If all the seminars leading to certification are taken for graduate credit, 17 to 19 hours are awarded toward an advanced degree (varies by specialty track).

Certification Week

A candidate may apply to take the Certification Preparation and Examination Week provided he or she has either taken or will have taken all the prerequisite seminars for the chosen certification prior to the Certification Week.

Note: Early registration is encouraged, as waiting lists often develop. The special refund policy for certifications is designed to discourage late withdrawal.

Publication

After successful completion of certification, the therapist may give permission for his or her name to be added to our Certification Graduate List. This list is made freely available to professional colleagues and for referrals and is a highly regarded resource. It is on the University website: Certification List.

Certification Curricula

Call 800-241-1027 Ext.1400 to register for seminars or visit the University's website: Continuing Professional Education.

The S1 and E1 seminars are requirements for most certifications and do not have to be repeated when obtaining more than one certification. Each certification is summarized below, along with who may attend, applicable CEUs, and seminar tuition amounts (additional tuition charges are applied if a seminar is taken for graduate credit).

There are additional certification-track credit requirements for transitional degree students. The Foundations of Clinical Orthopaedics (FCO; two credits) is highly recommended for all degree-seeking students.

Registration Policies and Procedures for CPE and Certifications

To register for continuing professional education and certification seminars, write, call, fax, or email USAHS. Online registration is available at the University's website: Continuing Professional Education.

Write:

University of St. Augustine for Health Sciences
1 University Boulevard
St. Augustine, FL 32086

Attention: Continuing Professional Education Dept.

Phone: In U.S. and Canada 1-800-241-1027 or 904-826-0084, ext. 1400

Fax: 904-826-0085

Website: <http://www.usa.edu/>

E-mail: info@usa.edu

A \$100.00 nonrefundable deposit is required when registering for continuing education seminars. Seminar tuition is due 30 days prior to the first day of the class. If you call to register, your place in the seminar will be held pending receipt of deposit within 10 working days. Payment can be made with check, money order, Visa, MasterCard, or American Express. In the event of a company-paid registration, purchase order numbers will be accepted when provided by that company's authorized personnel.

For CPE seminars, with 2 weeks' notice of cancellation by the student, tuition will be either transferred to another seminar, put into a "funds on hold" account, or the balance will be refunded less the \$100.00 nonrefundable deposit.

Cancellation up to 3 working days prior to the start of the seminar, 50% of the balance will be refunded. With 3 working days' notice, 100% of the balance may be transferred to another seminar or placed into a "funds on hold" account. No refunds will be issued. Transfer of funds is limited to two seminars. Funds are held in the "funds on hold" account for 2 years from inception date. After the seminar begins, no refunds are issued or transfers allowed.

In the event of company-paid registration, the company has the right to cancel under the above policy. The therapist will be contacted and may be given the option to remain registered for the seminar and be the responsible party for the tuition.

A 50% nonrefundable, nontransferable deposit must accompany certification seminar registrations. The balance is due 60 days prior to the start date of the seminar. Refunds requested 90 days or more before the seminar begins permit a transfer of only 50% of the deposit to another seminar with any remaining balance paid being fully refundable. Cancellation and request for transfers for the certification seminars received less than 90 days before commencement of the seminar will result in a loss of the deposit. These provisions were added to assist the University in planning for staff and facilities and to discourage last minute changes in plans by seminar registrants since the University is unable to fill vacancies with other candidates on short notice.

Tuition and Fees

The continuing education seminar calendar and USAHS' website, Continuing Professional Education, include current tuition charges. Calendars are advertised widely in physical therapy and occupational therapy publications. The calendar may also be obtained by calling the University at 1- 800-241-1027, ext. 1400.

Retention of Student Records

The University retains CPE student records indefinitely.

Continuing Education Units (CEUs)

Enrolling and attending our continuing education seminars qualifies the therapist for a certificate of attendance which confers continuing education units. These CEUs are accepted by most state licensing bodies toward maintaining the professional license.

Seminar Approvals/Accreditation

The University of St. Augustine has been accredited as an Accredited Provider by the International Association for Continuing Education and Training (IACET), 7918 Jones Branch Dr., Suite 300, McLean, VA 22102.

In obtaining this accreditation, the University of St. Augustine has demonstrated that it complies with the ANSI/IACET Standards, which are widely recognized as standards of good practice internationally.

Because of their Accredited Provider membership status, USAHS is authorized to offer IACET CEUs for its programs that qualify under the ANSI/IACET Standards. All University seminars are recognized by the Florida Physical Therapy Association and meet licensure requirements for Florida physical therapists and by the Florida Occupational Therapy Association and meet licensure requirements for Florida occupational therapists. Continuing education seminars are not under the purview of the Commission for Independent Education.

Seminar Availability

Seminars are held nationwide, according to interest. Schedules are completed a year in advance and are advertised widely in physical therapy and occupational therapy publications. The schedule may be viewed on the USAHS' website, Continuing Professional Education. Continuing education seminar calendars are also available by calling 1-800-241-1027, ext. 1400. The University seeks to offer each of its listed seminars at least once annually and usually eliminates seminars that are not held at least every other year from its regular listing.

Waiting Lists

If the seminar for which you apply is full, you have the option of being placed on a waiting list, transferring to another seminar, or receiving a refund. Graduate students enrolled in any of the University's transitional or post-professional programs have priority on the waiting list. Early registration is recommended.

Cancellation by the University

The University does not wish to cancel advertised seminars. However, it is sometimes necessary. Registrants are notified a minimum of 3 weeks prior to the seminar start date. The University is not responsible for reimbursement of expenses, including nonrefundable airline tickets.

Hours of Attendance

Unless otherwise noted, most seminars begin at 8:30 or 9:00 a.m. on the first day, and run from seven to eight hours daily, not including the lunch hour. All sessions must be attended. Should more than two hours of any one seminar be missed, the policy of the University is to exclude the student from further participation in that seminar, at the discretion of the instructor. The instructor will determine whether missing that specific part of the seminar compromises the student's understanding of subsequent sessions or may place a fellow student or future patient in jeopardy. The Certificate of Attendance may be withheld as the stated hours may no longer be valid. (Remedial activity may be required.)

Sequencing of Seminars

Some University seminars require that a prerequisite seminar be taken first. Contact the CPE Registration Office for more information.

Seminars from Other Organizations

The University is unable to recognize prerequisite seminars given by instructors outside of the University for continuing education seminars.

Accommodations

Most continuing education seminars outside of St. Augustine are held at hotels or at sponsoring clinical sites. Securing room accommodations may be accomplished by contacting the hotel directly or through a travel agent. Please note that the University is not responsible for the standard of your accommodations. On occasions where securing conference space at a hotel is linked to patronage of guest rooms, those that elect to stay at the designated hotel will have priority of registration.

Dress

Dress should be appropriate for attending a professional conference. Good judgment is required when attending seminars held in a hotel that is frequented by other professionals. For the practical sessions, usually beginning the first day, the registrant must be prepared to expose the area under examination. For extremity seminars, all peripheral joints apart from the hip will need to be exposed. Shorts or loose slacks are preferred for lab sessions. For spinal seminars, the entire spine from occiput to sacrum must be exposed except for a narrow bra or bikini top. One-piece bathing suits that do not easily expose the iliac crest and sacrum are unacceptable as they may interfere with the learning process of other registrants.

Physical Health

Instructors maintain the right to discontinue instruction to any student who is in unsatisfactory health due to illness.

Students who are pregnant must inform the instructor. At the student's discretion, and with permission of the instructor, she may be a full participant with the exception of manipulation techniques that involve stretching the soft tissues around the pelvis and subcranial regions.

Co-sponsorship of Seminars

The University welcomes inquiries to co-sponsor seminars. Generally, the University requires the cosponsor to provide space and amenities at a convenient and suitable location, as well as to help promote local and regional attendance. In return, USAHS provides a complimentary seat and opportunities to earn additional several free seminar slots based on paid registrations. In addition, discounted tuition is also offered to persons identified by the cosponsoring hospital, school, clinic, or chapter. Further information is available from the Assistant Director of Continuing Professional Education.

Release of Liability

It is required that students registering for a seminar with a laboratory component sign a Release of Liability Form. The form is distributed at the seminar and completed before commencement of the program.

Certification

Craniomandibular Head, Neck and Facial Pain Certification

| Seminars | Who Attends | CEU | Tuition |
|--|-------------|-----|----------|
| Spinal Evaluation and Manipulation (S1) | PT | 2.6 | \$595.00 |
| Advanced Craniofacial, Cervical, and Upper Thoracic Spine (S3) | PT | 2.7 | \$795.00 |
| Basic Craniofacial (CF1) (online) | PT | 2.0 | \$485.00 |
| Intermediate Craniofacial (CF2) | PT | 1.5 | \$495.00 |

| | | | |
|--|----|-----|----------|
| Advanced Craniofacial (CF3) | PT | 1.5 | \$495.00 |
| State of the Art Craniofacial (CF4) | PT | 1.5 | \$495.00 |
| Certification in Craniomandibular, Head, Neck, and Facial Pain (CFC) | PT | 3.2 | \$995.00 |

Totals **15.0**

Additional seminars are available for continuing professional education and elective credits in the degree program and are described in the Transitional and Post-Professional Courses section of this catalog.

Manual Therapy Certification

| Seminars | Who Attends | CEU | Tuition |
|--|-------------|-------------|----------|
| Spinal Evaluation and Manipulation (S1) | PT | 2.6 | \$595.00 |
| Upper Extremity Evaluation and Manipulation (E1) | PT/OT | 1.5 | \$495.00 |
| Lower Extremity Evaluation and Manipulation (E1) | PT | 1.5 | \$495.00 |
| Extremity Integration (E2) | PT | 2.1 | \$595.00 |
| Myofascial Manipulation (MF1) | PT | 1.8 | \$495.00 |
| Advanced Pelvis, Lumbar and Thoracic Spine Including Thrust (S2) | PT | 1.8 | \$495.00 |
| Advanced Craniofacial, Cervical and Upper Thoracic Spine (S3) | PT | 2.7 | \$795.00 |
| Functional Analysis: Lumbo-Pelvic-Hip Complex (S4) | PT | 1.6 | \$495.00 |
| Certification in Manual Therapy (MTC) | PT | 3.2 | \$995.00 |
| Totals | | 18.8 | |

Primary Care Certification

| Seminars | Who Attends | CEU | Tuition |
|--|-------------|-----|----------|
| Spinal Evaluation and Manipulation (S1) | PT | 2.6 | \$595.00 |
| Upper Extremity Evaluation and Manipulation (E1) | PT/OT | 1.5 | \$495.00 |
| Lower Extremity Evaluation and Manipulation (E1) | PT/OT | 1.5 | \$495.00 |
| Differential Diagnosis - Online | PT/OT | 2.0 | \$325.00 |

| | | | |
|---|-------|-------------|----------|
| Pharmacology - Online | PT/OT | 2.0 | \$195.00 |
| Applied Musculoskeletal Imaging for Physical Therapists | PT | 1.5 | \$495.00 |
| Intro to Primary Care | PT/OT | 0.8 | \$245.00 |
| Certification in Primary Care (PCC) | PT | 3.2 | \$995.00 |
| Totals | | 15.1 | |

Sports Physical Therapy Certification

Through an arrangement with the North American Sports Medicine Institute (NASMI), the University offers a collaborative Certification in Sports Physical Therapy. Call NASMI for course information and scheduling at 1-503-642-4432 or visit their website at www.rehabeducation.com.

| Seminars | Who Attends | CEU | Tuition |
|--|-----------------------|-------------|----------------|
| Spinal Evaluation and Manipulation (S1) | PT | 2.6 | \$595.00 |
| Upper Extremity Evaluation and Manipulation (E1) | PT/OT | 1.5 | \$495.00 |
| Lower Extremity Evaluation and Manipulation (E1) | PT/OT | 1.5 | \$495.00 |
| Foundations/Competencies in Sports PT* | PT/PTA ATC/OT/COTA | 3.0 | \$545.00 |
| Managing the Runner: Analysis, Injury Prevention, and Lower Quarter Injury Rehabilitation* | PT/PTA ATC/OT/COTA | 1.6 | \$485.00 |
| Rehabilitation Across the Lifespan: An Orthopedic and Sports Medicine Approach to the Shoulder, Hip, and Knee* | PT/PTA ATC/OT/COTA | 1.6 | \$485.00 |
| Selective Functional Movement Assessment* | PT/PTA ATC/OT/COTA | 1.6 | \$945.00 |
| STC Certification in Sports | PT | 3.2 | \$995.00 |
| Totals | | 16.6 | |

**Seminars offered through the North American Sports Medicine Institute (NASMI)*

Course Descriptions

Prefix Key

| | |
|--------------------------------------|-----------------------------------|
| ATP - Athletic training | IDS - Independent study |
| BSC - Basic sciences | IPE - Interprofessional education |
| COM - Communication | MHS - Master health sciences |
| EDF - Education | NUR - Nursing |
| HSA - Health services administration | OCT - Occupational therapy |
| HSC - Health sciences | PHT - Physical Therapy |

Athletic Training

ATP 6000 - Leadership in Athletic Training

ATP 6025 - Business of Athletic Training

ATP 6175 - Emergency Athletic Training

ATP 6215 - Sport and Disability

ATP 6303 - Imaging for Athletic Training

ATP 6330 - International Athletic Training

ATP 6345 - Sport and the Female Athlete

ATP 6450 - Comprehensive Project

ATP 7050 - Cultural Competency

ATP 7100 - Advanced Topics: Ethics in Health Care

ATP 7130 - Evidence Based Injury Prevention

ATP 7255 - Concussion in Sport

ATP 7280 - Psychosocial Strategies for Patient Care

Basic Sciences

BSC 7001 - Foundations of Clinical Orthopaedics

BSC 7101 - Application of Motor Control and Motor Learning Theory to Neurologic Interventions

BSC 7125 - The Pediatric Client With Neuromotor Involvement

BSC 7155 - Functional Performance in the Older Adult

BSC 7301 - Ergonomics

Communications

COM 7130 - Healthcare Communication and Collaboration

Education

EDF 7010 - Teaching Online

EDF 7013 - Practical Application of Online Teaching

EDF 7050 - Teaching Methods in Higher Education

EDF 7111 - Research Methods I

EDF 7121 - Research Methods II

EDF 7125 - Organizational Leadership and Policy in Health Care

EDF 7140 - Philosophy of Knowledge

EDF 7150 - Foundations of Teaching and Learning

EDF 7160 - Curriculum Development in Health Sciences Education

EDF 7161 - Program and Curricular Design for Health Science Education

EDF 7171 - Motivational Theory in Health Care Education

EDF 7175 - Foundational Theories in Education

EDF 7180 - Technology in Higher Education

EDF 7182 - Innovations in Healthcare Education

EDF 7190 - Current Issues in Health Sciences Education

EDF 7200 - Residency I

EDF 7225 - Residency II

EDF 7250 - Teaching Internship

EDF 7260 - Assessment and Evaluation in Health Professions Education

EDF 7325 - Dissertation Research Preparation

EDF 7455 - Special Topics in Professional Practice

EDF 7861 - Dissertation I

EDF 7862 - Dissertation II

EDF 7863 - Dissertation III

EDF 7864 - Dissertation IV

EDF 7870 - Dissertation

Health Services Administration

HSA 7200 - Foundations of Health Care Administration

HSA 7225 - Strategic Planning in Health Care Administration

HSA 7250 - Human Resources Management and Organizational Development in Healthcare

HSA 7260 - Operations and Quality Management in Health Care

HSA 7375 - Health Care Informatics and Technology Management

HSA 7450 - Human Resource Management and Organizational Development and Leadership for Health Care Administration

HSA 7455 - Special Topics in Professional Practice

HSC 6014 - Metabolic Disorders

Health Sciences

HSC 5120C - Gross Anatomy I

HSC 5125C - Applied Anatomy I

HSC 5130C - Patient/Client Care Management I

HSC 5135 - Evidence-Informed Practice I

HSC 5142 - Child Development

HSC 5151C - Clinical Neuroscience

HSC 5310C - Clinical Neuroscience

HSC 5351 - Pharmacology

HSC 5610 - Administration and Management in OT and PT

HSC 5665 - Wellness and Health Promotion

HSC 5670 - Administration and Management in Rehabilitation Services

HSC 5700 - Wellness and Prevention in OT and PT

HSC 5800 - Gerontology

HSC 6011 - Cultural Competence

HSC 6031 - Cultural Competence

HSC 6034 - Metabolic Disorders

HSC 6395 - Differential Diagnosis for the Therapist

HSC 7200 - Information Literacy for Evidence-Based Practice

HSC 7210 - Extremity Evaluation and Manipulation (E1)

HSC 7300 - Imaging for Physical and Occupational Therapists

HSC 7320 - Advancing Hand Therapy

HSC 7325 - School-Based Practice

HSC 7360 - Spinal Instability

HSC 7400 - Differential Diagnosis

HSC 7401 - Pharmacology

HSC 7413 - Orthopedic Imaging for the Upper Extremity

HSC 7440 - Fundamentals of the Health Care Startup Business

HSC 7455 - Special Topics in Professional Practice

HSC 7460 - Accounting and Financing for the Practice

HSC 7470 - Legal and Regulatory Issues

MHS 6120 - Current Issues in Health Care

MHS 6140 - Health Care Law

MHS 6200 - Contemporary Trends in Wellness

MHS 6240 - Internship

MHS 7455 - Special Topics in Professional Practice

MHS 7700 - Comprehensive Project

Independent Study

IDS 5802 - Independent Study

Interprofessional Education

IPE 7000 - Introduction to Interprofessional Scholarly Studies

IPE 7025 - Psychosocial Strategies for Health Care

IPE 7050 - Evidence-Based Practice for Health Care Professionals

IPE 7100 - Ethics in Health Care

IPE 7120 - Organizational Leadership and Policy in Health Care

IPE 7133 - Strategic Planning in Healthcare Administration

IPE 7155 - Clinical Data Analytics and Decision Support

IPE 7200 - Cultural Competence in Healthcare

IPE 7250 - Healthcare System Life Cycle Analysis and Design

IPE 7255 - Evidence-based Concussion Management

IPE 7300 - Entrepreneurial Strategies in Health Care

IPE 7400 - Healthcare Informatics and Technology Management

IPE 7421 - Interprofessional Approaches to Regional and Global Population health

Nursing

NUR 7100 - Pathophysiology, Health Assessment, Pharmacology for Nurse Educators

NUR 7160 - Theoretical and Scientific Underpinnings for Nursing Practice

NUR 7400 - Role Practicum I

NUR 7450 - Role Practicum II

Occupational Therapy

OCT 5005 - Clinical Reasoning

OCT 5011 - Evidence-Based Practice

OCT 5031 - Evidence-Based Research I

OCT 5041 - Evidence-Based Research II

OCT 5100 - Professional Forum

OCT 5125C - Biomechanical Interventions

OCT 5135C - Anatomy Applied to Occupation

OCT 5140 - Domains of OT

OCT 5145 - Occupational Engagement and Theories of Practice

OCT 5200 - Acute Care in Occupational Therapy

OCT 5210 - Scholarly Design

OCT 5215C - Human Movement for Occupational Performance

OCT 5216C - Physical Modalities for Occupational Therapy

OCT 5225C - Process of Occupational Therapy

OCT 5230 - Conditions Impacting Occupational Performance

OCT 5300 - Evaluation and Assessment

OCT 5330C - OT Methods I: Assistive Technology

OCT 5335C - Clinical Applications of OT in Psychosocial and Community Settings

OCT 5340 - Scholarly Implementation

OCT 5355C - Clinical Applications of OT in Pediatrics/Adolescence

OCT 5406C - Psychosocial Interventions

OCT 5410C - Clinical Applications in Adulthood

OCT 5425C - Clinical Applications in Geriatrics

OCT 5430 - Scholarly Dissemination

OCT 5445C - OT Methods II: Orthotics, Prosthetics, and Modalities

OCT 5550 - Fieldwork IIA

OCT 5610C - Neurorehabilitation Interventions

OCT 5620C - Pediatric Interventions

OCT 5630C - Assistive Technology and Community Service

OCT 5660 - Fieldwork IIB

OCT 5701C - Orthotics and Prosthetics

OCT 5801 - Foundations of Occupational Therapy

OCT 5802 - Fieldwork IA

OCT 5803 - Fieldwork IB

OCT 5811 - Fieldwork IC - Mock Clinic

OCT 5813 - Fieldwork IIA

OCT 5824 - Fieldwork IIB

OCT 6210 - Scholarly Design

OCT 6225C - Process of Occupational Therapy

OCT 6335C - Clinical Applications of OT in Psychosocial and Community Settings

OCT 6340 - Scholarly Implementation

OCT 6355C - Clinical Applications of OT in Pediatrics/Adolescence

OCT 6410C - Clinical Applications in Adulthood

OCT 6425C - Clinical Applications in Geriatrics

OCT 6430 - Scholarly Dissemination

OCT 6480 - Clinical Practice I

OCT 6481 - Clinical Practice II

OCT 6482 - Clinical Practice III

OCT 6700 - Doctoral Project

OCT 6720 - Leadership and Advocacy

OCT 6731 - Residency 1 Experiential Component

OCT 6832 - Residency 2

OCT 7150 - Capstone I

OCT 7200 - Reflective Practice

OCT 7250 - Research Applications to Clinical Practice

OCT 7300 - Living with Autism: Facts, Etiology, and Impact on Occupations

OCT 7400 - Residency

OCT 7455 - Special Topics in Professional Practice

OCT 7470 - Clinical Integration I

OCT 7471 - Clinical Integration II

OCT 7495 - The Science of Occupation

OCT 7496 - Capstone I: Proposal and Preparation

OCT 7497 - Capstone Project

OCT 7499 - Capstone II: Project and Dissemination

Physical Therapy

PHT 5006C - Massage and Soft Tissue Palpation

PHT 5103 - Critical Thinking II

PHT 5132C - Musculoskeletal I: Orthopaedics

PHT 5133C - Musculoskeletal II: Mock Clinic

PHT 5134C - Musculoskeletal III: Advanced Extremity Examination, Evaluation, and Manipulation (E1)

PHT 5135C - Musculoskeletal IV: Advanced Spinal Examination, Evaluation, and Manipulation (S1)

PHT 5140C - Pediatric Physical Therapy

PHT 5143C - Neuromuscular I: Concepts and Evaluation

PHT 5145C - Neuromuscular II: Therapeutic Approaches

PHT 5147C - Neuromuscular III: Advanced Evaluation and Interventions for the Adult

PHT 5150 - Pathophysiology

PHT 5155 - Physical Therapist Practice I

PHT 5160C - Soft Tissue Interventions I

PHT 5220C - Gross Anatomy II

PHT 5225C - Physical Modalities/Integumentary

PHT 5226C - Applied Anatomy II

PHT 5230C - Biomechanics

PHT 5234C - General Therapeutic Exercise I

PHT 5236C - Therapeutic Exercise II

PHT 5240 - Imaging

PHT 5243 - Neuromuscular Examination, Evaluation, and Intervention

PHT 5245C - Movement Science I

PHT 5250C - Musculoskeletal I: Introduction to Orthopedic Physical Therapy

PHT 5315C - Neuromuscular I: Concepts and Examination

PHT 5345C - Movement Science II

PHT 5350C - Musculoskeletal II: Extremity

PHT 5360 - Differential Diagnosis

PHT 5375 - Pharmacology

PHT 5405 - Psychosocial and Ethical Aspects of Physical Therapy

PHT 5415C - Neuromuscular II: Evidence in Interventions

PHT 5420C - Cardiovascular and Pulmonary Physical Therapy

PHT 5430C - Patient Care Management II

PHT 5435C - Biophysical Agents

PHT 5440 - Physical Therapy for the Integumentary and Lymphatic Systems

PHT 5450C - Musculoskeletal III: Spine

PHT 5455 - Physical Therapy Practice II

PHT 5525C - Prosthetics, Orthotics, and Assistive Technology

PHT 5530C - Patient Care Management III

PHT 5535 - Evidence-Informed Practice II

PHT 5550C - Soft Tissue Interventions II

PHT 5570 - Internship I

PHT 5610C - Pediatric Physical Therapy

PHT 5615C - Neuromuscular III: Advanced Examination and Intervention

PHT 5620C - Geriatric Physical Therapy

PHT 5650C - Musculoskeletal IV: Clinical Reasoning

PHT 5702C - Prosthetics

PHT 5713C - Cardiovascular and Pulmonary Rehabilitation

PHT 5770 - Internship II

PHT 5780 - Knowledge Translation for Clinical Practice

PHT 5801 - PT Practice I and II for Dual

PHT 5802 - Physical Therapist Practice I

PHT 5805 - Physical Therapist Practice II

PHT 5809 - Exit Exam

PHT 5813 - Internship I

PHT 5824 - Internship II

PHT 5828 - Internship III

PHT 5830 - Elective Internship IV

PHT 5835 - Evidence Informed Practice III

PHT 5870 - Internship III

PHT 5900 - Locomotor Training for the Neurologic Patient

PHT 5906 - Research II: Proposal Development

PHT 5907 - Research III: Patient Case Report

PHT 6030 - Consultation, Screening, and Delegation

PHT 6032 - Cognition and Perception

PHT 6033 - Basic Assessment and Intervention of Integument

PHT 6035 - Professionalism: Legal and Ethical Issues in Physical Therapy

PHT 6037 - Environmental Barriers

PHT 6038 - The Physical Therapist as Educator

PHT 6102 - Advanced Evaluation and Manipulation of the Pelvis, Lumbar and Thoracic Spine (S2)

PHT 6103 - Advanced Evaluation and Manipulation of the Craniofacial, Cervical and Upper Thoracic Spine (S3)

PHT 6104 - Functional Analysis and Management of the Lumbo-Pelvic-Hip Complex (S4)

PHT 6111 - Extremity Evaluation (E2)

PHT 6120 - Myofascial Manipulation (MF1)

PHT 6303 - Imaging for Physical Therapy

PHT 6402 - Clinical Triage

PHT 6461E - Musculoskeletal Clinical Integration

PHT 6498 - Clinical Residency

PHT 7050 - Preparation/Certification in Sports Physical Therapy

PHT 7115 - Introduction to Primary Care

PHT 7201 - Introduction to Spinal Evaluation and Manipulation (S1)

PHT 7202 - Advanced Evaluation and Manipulation of the Pelvis, Lumbar and Thoracic Spine (S2)

PHT 7203 - Advanced Evaluation and Manipulation of the Craniofacial, Cervical and Upper Thoracic Spine (S3)

PHT 7204 - Functional Analysis and Management of the Lumbo-Pelvic-Hip Complex (S4)

PHT 7211 - Extremity Integration (E2)

PHT 7220 - Myofascial Manipulation (MF1)

PHT 7250 - Preparation/Certification in Manual Therapy

PHT 7331 - Evaluation and Treatment of the Craniomandibular System (CF1)

PHT 7332 - Intermediate Craniofacial (CF2)

PHT 7333 - Advanced Craniofacial (CF3)

PHT 7334 - State of the Art Craniofacial

PHT 7350 - Preparation/Certification in Craniofacial Mandibular

PHT 7455 - Special Topics in Professional Practice

PHT 7470 - Clinical Integration I: Reflective Practice

PHT 7472 - Clinical Integration II: Lifelong Learning/Continuing Competence

PHT 7473 - Clinical Integration III: Teaching Strategies

PHT 7474 - Clinical Integration IV: Leadership

PHT 7475 - Clinical Integration V: Mentoring in Physical Therapy Practice

PHT 7496 - Capstone Project I

PHT 7497 - Capstone Project II

PHT 7850 - Preparation/Certification in Primary Care

Faculty - Degree Programs

A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y | Z

The University carefully chooses faculty who are educators and practitioners with proven ability to provide students with a meaningful and exciting educational experience relevant to clinical practice. All members of the faculty possess a mastery of their field and a practical hands-on approach to their specialty. The University is proud of its faculty, their strengths and diversity, as well as their commitment to the mission of the University.

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- DE – Distance education
- FL-SA – St. Augustine, Florida, campus
- FL-MI – Miami, Florida, campus
- TX-AU – Texas campus

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MA St. Mary's University - English Literature and Language

EdD Texas A&M University - Education

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BS Universidade Federal de Minas Gerais – Physical Therapy

MS University of Alberta – Physical Therapy

EdD Nova Southeastern University – Higher Education, Health Care Education

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BS Texas A&M University - Health Education, Community Health Option

BSOT The University of Texas Medical Branch - Occupational Therapy

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BA California State University, Sacramento – Physical Education

BSPT California State University, Fresno – Physical Therapy

MA California State University, Fresno – Physical Education/Exercise Science

DPT A.T. Still University – Physical Therapy

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BS California State University, Fresno – Physical Therapy

DPT Boston University – Physical Therapy

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BS Florida State University - Exercise Science

MS Florida International University - Physical Science

DPT University of South Florida - Physical Therapy

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BS Brigham Young University – Physical Education

MPT University of St. Augustine for Health Sciences – Physical Therapy

DPT University of St. Augustine for Health Sciences – Physical Therapy

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BS University of Southwestern Louisiana – Biology

MOT University of St. Augustine for Health Sciences – Occupational Therapy

OTD University of St. Augustine for Health Sciences – Occupational Therapy

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BS University of the Philippines - Physical Therapy

MSPT University of the Pacific - Physical Therapy

DPT Creighton University - Physical Therapy

PhD Touro University International - Health Science

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BS University of Nevada, Las Vegas – Biology

MSPT Duke University – Physical Therapy

MA State University of California, San Diego – Interdisciplinary Studies: Gerontology

DPT Creighton University – Physical Therapy

PhD Nova Southeastern University – Physical Therapy

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BS The University of Southern Mississippi - Human Performance and Recreation

DPT University of St. Augustine for Health Sciences - Physical Therapy

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BS Judson College – Biology

MOT Texas Woman's University – Occupational Therapy

EdD University of St. Augustine for Health Sciences – Doctor of Education

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BHS University of Missouri-Columbia - Physical Therapy

MPA Arkansas State University, Jonesboro - Public Administration

PhD Capella University - Organization & Management

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BS East Tennessee State University - Political Science

MS Milligan College - Occupational Therapy

OTD University of St. Augustine for Health Sciences - Occupational Therapy

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BS University of Southern California – Physical Therapy

MA University of Southern California – Physical Therapy
DPT University of St. Augustine for Health Sciences – Physical Therapy

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BS Ohio State University – Physical Therapy
MS University of Central Florida – Health Sciences
DHSc University of St. Augustine for Health Sciences – Health Science: Motor Control

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BScPT McGill University – Physical Therapy
MSc University of British Columbia – Rehabilitation Sciences

DPT University of St. Augustine for Health Science - Physical Therapy

Elaine Lonnemann, PT, Contributing Faculty – DE

BS University of Louisville – Physical Therapy
MScPT University of St. Augustine for Health Sciences – Physical Therapy
DPT University of St. Augustine for Health Sciences – Physical Therapy

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BHSc St. Francis College – Health Science
MPT St. Francis College – Physical Therapy
DPT University of St. Augustine for Health Sciences – Physical Therapy

DHSc University of St. Augustine for Health Sciences - Health Science

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BS Boston University – Physical Therapy
MHS University of Indianapolis – Physical Therapy
PhD Touro University International – Health Sciences

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BS University of Kansas - Occupational Studies

MOT University of Kansas - Occupational Therapy

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MD Universidad De Monterrey, Mexico – Medical Doctor
CSFA National Board of Surgical Technology and Surgical Assisting
OPA-C National Board for Certification of Orthopaedic Physician Assistants

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BS Wilkes University

DPT U.S. Army-Baylor University - Physical Therapy

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BS University of California, Davis – Human Development
MA University of Southern California – Occupational Therapy
OTD University of Southern California – Occupational Therapy

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BSE Duke University – Mechanical Engineering and Materials Science
MS Duke University – Biomedical Engineering
PhD Duke University – Biomedical Engineering

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BA University of Colorado – Kinesiology
MS Texas Woman's University – Physical Therapy
PhD Texas Woman's University – Physical Therapy

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BS Furman University – Psychology
MPT University of Florida – Physical Therapy

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BSPT University of Illinois – Physical Therapy
MS University of Southern California – Physical Therapy Orthopedics & Pediatrics
PhD University of Miami – Physical Therapy

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BS Kean College of New Jersey – Occupational Therapy
MS Boston University – Occupational Therapy

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BS Nova Southeastern University – Physical Therapy
MS Nova Southeastern University – Physical Therapy

DPT Nova Southeastern University - Physical Therapy

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BS Medical University of South Carolina – Occupational Therapy
MS Old Dominion University – Health Administration
PhD Walden University – Educational Technology

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BA University of Wisconsin, Madison – History
BS University of Wisconsin, Madison – Physical Therapy
MBA San Diego State – Business Administration
DPT A.T. Still University – Physical Therapy

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BS University of Florida – Health Studies

MOT University of St. Augustine for Health Sciences – Occupational Therapy

DPT University of St. Augustine for Health Sciences – Physical Therapy

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BS Ohio State University – Zoology

BHS University of Florida – Physical Therapy

MS Florida International University – Physical Education

PhD University of Florida – Exercise Physiology

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BS University of Wisconsin, Stevens Point – Dance

Post-Graduate Certificate U.S. Army Academy of Health Sciences – Physical Therapy

MA University of Arkansas, Little Rock – Gerontology/Public Administration

PhD University of Southern California – Higher Adult and Professional Education/Educational Administration

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BS Touro College - Health Sciences

MS Touro College - Physical Therapy

DPT Touro College - Physical Therapy

Graduate Certificate Capella University - Health Administration

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BS Bellarmine University - Health Sciences

DPT Bellarmine University - Physical Therapy

Nicole Miller, PT, Assistant Professor, CA-SM

BS University of California - Biological Sciences

DPT Chapman University - Physical Therapy

Ulrike Mitchell, PT, Contributing Faculty – DE

BA University of Heidelberg – Romance Languages and Sports Sciences

BSPT Orthopädische Klinik – Physical Therapy

MScPT University of St. Augustine for Health Sciences – Orthopedic Physical Therapy

PhD Brigham Young University – Exercise Science

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BS Tufts University – Occupational Therapy

OTD University of Utah – Occupational Therapy

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BS University of Florida - Decision Information Sciences

DPT University of Florida - Physical Therapy

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BS Winthrop College – Biology

BSPT Medical University of South Carolina – Physical Therapy

MHS Medical University of South Carolina – Physical Therapy

Karen Noblitt, PT, Contributing Faculty – DE

BSPT Russell Sage College – Physical Therapy

DPT University of St. Augustine for Health Sciences – Physical Therapy

Eric Oestmann, PT, Program Director: Transitional DPT

BS Black Hills State University – Composite Science/Management

MS University of South Dakota – Physical Therapy

PhD Southwest University – Health Care Administration and Management

PhD Capella University – Health Care Management/Research Methods

Corey Oshikoya, Contributing Faculty - DE

BA West Virginia University – Exercise Physiology

MEd University of Virginia – Athletic Training/Sports Medicine

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BS University of Southern Mississippi – Zoology

MS University of Southern Mississippi – Biochemistry

PhD University of Florida – Pharmacodynamics

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BS Fairleigh Dickinson University – Biology

PTA Fairleigh Dickinson University – Physical Therapy Assistant

Certificate in PT University of Pennsylvania – Physical Therapy

MMSc Orthopaedics, Emory University – Medical Science

DHSc University of St. Augustine for Health Sciences – Orthopaedics

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BSN Penn State University - Nursing

MSN West Virginia University - Nursing

Dr.PH University of Pittsburgh - Educational Leadership

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BS Kent State University – Athletic Training

MA Western Michigan University – Physical Education
EdD The University of Akron – Higher Education Administration

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BS University of Florida – Health Science
DPT University of Florida – Physical Therapy

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BS Loma Linda University – Physical Therapy
MPT Loma Linda University – Physical Therapy
MA Webster University – Health Care Administration
EdD Walden University – Higher Education and Adult Learning

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BA Augustana College - Biology/Psychology
MOT University of St. Augustine for Health Sciences - Occupational Therapy
DPT University of St. Augustine for Health Sciences - Physical Therapy

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RN St. Vinzenz Hospital - General Surgery
BA German Sport University - Prevention & Rehabilitation
MSc German Sport University - Prevention & Rehabilitation
PhD German Sport University - Exercise Science & Neurophysiology

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BA Louisiana College – Journalism/English/Art
MOT University of St. Augustine for Health Sciences – Occupational Therapy
DPT University of St. Augustine for Health Sciences – Physical Therapy

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BS Maharashtra University of Health Sciences - Occupational Therapy
MOT University of Pittsburgh - Gerontology
PhD University of Pittsburgh - Rehabilitation Sciences & Technology

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BS College of South Carolina - Biology

DPT Medical University of South Carolina - Physical Therapy

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BS East Carolina University – Occupational Therapy

MHSA Barry University – Health Service Administration

OTD Creighton University – Occupational Therapy

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BS University of Findlay – Health Science

MPT University of Findlay – Physical Therapy

DPT Western University of Health Sciences – Physical Therapy

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BA Arizona State University – Interdisciplinary Humanities

MA University of Chicago – Humanities

PhD University of Chicago – Philosophy

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BS Arizona State University – Psychology

MA University of Southern California – Occupational Therapy

EdD San Diego State University – Educational Leadership

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BS Tulane University - Psychology

MPT University of St. Augustine for Health Sciences - Physical Therapy

DPT University of St. Augustine for Health Sciences - Physical Therapy

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MSOT Belmont University – Occupational Therapy

OTD Rocky Mountain University – Occupational Therapy

Nicole Rodriguez, PT, Instructor - CA-SM

BS University of Wisconsin-Milwaukee - Kinesiology

DPT University of St. Augustine for Health Sciences - Physical Therapy

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BS University of Virginia - Sports Medicine

DPT Old Dominion - Physical Therapy

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BS Illinois State University – Physical Education

MPT Shenandoah University – Physical Therapy

DHSc University of St. Augustine for Health Sciences – Health Science

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BA University of South Florida - Biology

MPT Florida International University - Physical Therapy

DPT Nova Southeastern University - Physical Therapy

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BS University of California – Social Anthropology and Archeology

MBA University of Phoenix – Health Care Management

MSPT University of Findlay – Physical Therapy

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BA Concord College - English

MA Radford University - English

MS Virginia Commonwealth University - Occupational Therapy

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BS University of Texas – Kinesiology

MPT University of Texas Medical Branch – Physical Therapy

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BSPT Florida International University - Physical Therapy

MBA Rollins College - International Business

DPT University of St. Augustine for Health Sciences - Physical Therapy

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BA Lynn University – Humanities

MPT University of St. Augustine for Health Sciences – Physical Therapy

DPT University of St. Augustine for Health Sciences – Occupational Therapy

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BA State University of New York - Exceptional Children's University

MA New York University - Occupational Therapy

OTD Boston University - Occupational Therapy

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BS San Diego State University – Child and Family Development

MA University of Southern California – Occupational Therapy

OTD University of Southern California – Occupational Therapy

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BS Ithaca College - Physical Therapy

MPT Ithaca College - Physical Therapy

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BS Barry University – Physical Therapy

MPT Barry University – Physical Therapy

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PT Heerlen Academy, The Netherlands – Physical Therapy

DPT University of St. Augustine for Health Sciences – Physical Therapy

PhD Nova Southeastern University – Physical Therapy

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BS Colorado State University - Exercise and Sport Science

BS Colorado State University - Occupational Therapy

OTD Chatham University - Occupational Therapy

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BSPT California State University – Physical Therapy

DPT A.T. Still University – Physical Therapy

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BSc McGill University

MD University of Toronto

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BS University of California – Biopsychology

MSPT Andrews University – Physical Therapy

DScPT Boston University – Physical Therapy

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BS University of Northwestern – Sport Studies/Bible

MSS United States Sports Academy – Sports Medicine

DHSc A.T. Still University – Leadership

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BSPT University of Oklahoma – Physical Therapy

MS Texas Tech University – Clinical Practice Management

DPT Hardin-Simmons University – Physical Therapy

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BS Florida International University – Occupational Therapy

MS University of Central Florida – Health Sciences

PhD Walden University – Education

Gabriel Somarriba, PT, ACCE, Assistant Professor – FL-MI

BS Florida Atlantic University – Exercise Science & Health Promotion

DPT University of St. Augustine for Health Sciences – Physical Therapy

Winston Soto, PT - FL-MI

BS Florida International University - Health Sciences

DPT Florida International University - Physical Therapy

Lacey Spark, OT, Contributing Faculty - TX-AU

BS Pacific University - Human Occupation

MOT Pacific University - Occupational Therapy

Robert Stanborough, PT, Contributing Faculty – FL-SA

BFA Ball State University – Arts in Photography

BPT Hogeschool van Amsterdam – Physical Therapy

DPT University of St. Augustine for Health Sciences – Physical Therapy

MHSc University of St. Augustine for Health Sciences – Health Science

Douglas Steele, PT, Assistant Professor – FL-SA

BS University of Indianapolis – Orthopedic and Sport Physical Therapy

MHS Washington University – Physical Therapy

MS University of Florida – Physician Assistant Studies

DPT University of Indianapolis – Physical Therapy

DHS University of Indianapolis – Health Science

Christen Stewart, PT, Contributing Faculty – FL-SA

BSPT Stockton University – Physical Therapy

DPT A.T. Still University – Physical Therapy

Christina Still, OT, Contributing Faculty - TX-AU

BA Rockhurst University - Spanish

MOT Rockhurst University - Occupational Therapy

Jenna Street, Contributing Faculty – DE

BS Michigan State University – Athletic Training

MS University of Wisconsin – Educational Leadership and Policy Analysis

Mark Strickland, PT, Contributing Faculty – DE

BSPT University of Texas Medical Branch at Galveston – Physical Therapy

Kay Tasso, Contributing Faculty – FL-SA

BS Old Dominion University – Physical Therapy

MA Virginia Polytechnic Institute and State University – Curriculum Instruction

PhD University of Florida – Philosophy in Curriculum Leadership

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BSN Barry University – Nursing

MSN Florida Atlantic University - Nursing Education

EdD Nova Southeastern University - Organizational Leadership/Instructional Technologies

Jacob Thorp, PT, Contributing Faculty – DE

BS Trevecca Nazarene University – Biology

MS Des Moines University – Physical Therapy

DHS University of Indianapolis – Orthopedic Physical Therapy

Toni Torres-McGehee, Contributing Faculty – DE

BS Southern Utah University – Biology

MS Texas Tech University – Sports Health/Preventive Rehabilitation

PhD The University of Alabama – Exercise Physiology

Suzanne Trotter, PT, Assistant Professor – TX-AU

BA Auburn University – Public Relations

MPT Emory University School of Medicine – Physical Therapy

ScD Texas Tech University Health Sciences, School of Allied Health Sciences – Physical Therapy

Jordan Utley, Program Director, MHS - DE

BS Mankato State University – Athletic Training Psychology

MS Northeastern Illinois University – Exercise Physiology

PhD DePaul University – Experimental Psychology

Adrian Van Ingen, PT, Contributing Faculty – DE

BS Hogeschool West-Brabant – Physical Therapy

DPT University of St. Augustine for Health Sciences – Physical Therapy

James Viti, PT, Assistant Professor – FL-SA

BS University of Maryland at Baltimore – Physical Therapy

MScPT University of St. Augustine for Health Sciences – Orthopedic Physical Therapy

DPT University of St. Augustine for Health Sciences – Physical Therapy

Robert Wagner, PT - FL- MI

BA LaSalle University - Biology

MPT Hahnemann University - Physical Therapy

DPT Temple University - Physical Therapy

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BA University of Texas, Austin

MPT Unveristy of Texas Medical Branch - Physical Therapy

Julie Watson, OTR/L, Assistant Professor – FL-SA

BS University of Maryland – Psychology
MOT University of St. Augustine for Health Sciences – Occupational Therapy
MHS University of Florida – Health Science
PhD University of Florida – Public Health

Thomas Werner, PT, DPT Assistant Director; Assistant Professor – TX-AU

BS University of Wisconsin – Psychology
BS University of Wisconsin – Physical Therapy
MA Fielding Graduate University – Human and Organization Development
PhD Fielding Graduate University – Human and Organization Development

Margaret Wicinski, PT, Assistant Professor – FL-SA

BA University of Louisville – Biology
DPT University of St. Augustine for Health Sciences – Physical Therapy

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BS Colorado State University – Health and Exercise Science
DPT Boston University – Physical Therapy

Peggy Margaret Wittman, Contributing Faculty - DE

BS University of North Dakota - Occupational Therapy

MS University of North Dakota - Counseling & Guidance

EdD North Carolina State University - Counselor Education

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BS C.W. Post College, Long Island University – Biology
BS University of Colorado – Physical Therapy
DPT University of St. Augustine for Health Sciences – Physical Therapy

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BS Florida State University – Psychology
Graduate Certificate OT Temple University – Occupational Therapy
MS Western Maryland College – Education
ScD Towson University – Occupational Science

Faculty - Continuing Professional Education

A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y | Z

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BS University of Alberta, Edmonton, Canada
MHSc University of St. Augustine for Health Sciences
DPT University of St. Augustine for Health Sciences

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BS Appalachian State University

MAT University of North Carolina
MS Duke University

Robert I. Cantu, PT

BS University of Texas
MBA Kennesaw State College
MMSc Emory University

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BS Towson University
DPT University of St. Augustine for Health Sciences
PhD Nova Southeastern University

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OTD University of St. Augustine for Health Sciences

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DPT University of St. Augustine for Health Sciences

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DPT University of St. Augustine for Health Sciences

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BS University of Maryland
BSPT Hogeschool van Amsterdam, The Netherlands
DPT University of St. Augustine for Health Sciences

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BA Slippery Rock College
BS Georgia State University
DPT University of St. Augustine for Health Sciences
MHSc University of St. Augustine for Health Sciences

Eric Krell, PT

BScPT Southwest Baptist University
DPT University of St. Augustine for Health Sciences
Cert. DN Dry Needling Certified
MTC Manual Therapy Certified
MSKUS Cert. Musculoskeletal Ultrasound Imaging Certified

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MScPT University of St. Augustine for Health Sciences

Kelly McCoy, OT

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MOT University of St. Augustine for Health Sciences
OTD University of St. Augustine for Health Sciences

Elisabeth McGee, OT/PT

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MOT University of St. Augustine for Health Sciences
DPT University of St. Augustine for Health Sciences

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DPT University of St. Augustine for Health Sciences

Steve Middleton, PT

BSAT Southern Illinois University

CSCS Strength & Conditioning Certification

MSc California University of Pennsylvania

CKTP Certified Kinesio Tape Practitioner

DPT University of St. Augustine for Health Sciences

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BS Mercyhurst College

MPT University of St. Augustine for Health Sciences

MHSc University of St. Augustine for Health Sciences

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BA Gettysburg College

BS SUNY Downstate Medical Center

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MMSc Emory University

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BS Fairleigh Dickinson University

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MMSc Orthopaedics, Emory University

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MOT University of Indianapolis

OTD University of St. Augustine

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MA Michigan State University
OTD University of St. Augustine

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MMSc Emory University
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BPT Hoge School van Amsterdam
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MHSc University of St. Augustine for Health Sciences

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MScPT University of St. Augustine for Health Sciences

Stephen Vighetti, PT
BS Ursinus College
MPT University of St. Augustine for Health Sciences

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BS University of Maryland at Baltimore
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MScPT University of St. Augustine for Health Sciences

Lawrence Yack
BS Long Island University
BS University of Colorado
DPT University of St. Augustine for Health Sciences

Changes/Additions to Catalog

Added 09/2017

Council on Academic Accreditation in Audiology and Speech-Language Pathology: In addition to opportunities for providing public comment regarding a program's accreditation status, the CAA has separate procedures for filing a formal complaint about a CAA-accredited program or one seeking a CAA accreditation status. Individuals who wish to file a formal complaint should contact the Accreditation Office to obtain a copy of the complaint procedures, or refer to the Procedures for Complaints Against Graduate Education Programs on the CAA website.

10/02/2017

Austin, TX DPT Tuition Correction - Tuition corrected from \$14, 697.13 to \$12, 694.

11/22/2017

DNP PRACTICUMS - section added

The Doctor of Nursing Practice program will have two different entry points; students may enter with a Bachelor of Science in Nursing (BSN) or a Master of Science in Nursing (MSN). If students enter the DNP program with a BSN, they will complete role specialization practica as well as practica focused on leadership, evidence-based practice, and completion of their DNP scholarly program. If students enter the DNP program with an MSN, having completed their role specialization in their MSN program, their practica will be focused on leadership, evidence-based practice, and completion of their DNP scholarly program. The types of sites that will be selected for the practicums for the DNP program differ upon the role of the specialty such as hospitals and large clinics in the student's own local area but the program director or designee will approve the preceptor and the practicum site to ensure that the preceptor does have the education and expertise in the student's chosen specialty and that the practicum site can provide the required learning experiences. The students will translate synthesis of the knowledge acquired in the didactic courses to doctoral level practice in the practice setting. Practicum I, II, and III courses are 4-8 credit courses offered over 15 weeks and are 180-405 practicum clock hours.

12/04/2017

EDF 7013 Practical Application of Online Teaching - course added

BSC 7155 Functional Performance in the Older Adult replaced BSC 7150 Older Adult

IPE 7155 Clinical Data Analytics and Decision Support - course added

IPE 7250 Healthcare System Life Cycle Analysis and Design - course added

12/06/2017

Good Academic Standing Status under First Professional Programs was updated to reflect new curriculum.

01/11/2018

Inserted ® symbol following GI Bill® under Financial Information.